

**IL National Conference 2023**  
*Developing a Sustainable Professional Learning Culture in your School*  
 Friday 24<sup>th</sup> & Saturday 25<sup>th</sup> February 2023

**Peer Instructional Conferencing and Coaching**  
 What is it? How can we use it? Why would we use it?  
 Sharing examples from practice.

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**Meet the schools**


**Two Rocks Primary School**

- Co-educational primary school 60km north of Perth
- Low socio-economic area
- 486 students
- 30 teachers
- 1 Principal
- 2 Associate Principals



**Ellenbrook Secondary College**

- Largest co-educational state secondary school in the Perth northern metropolitan area
- Low socio-economic area
- 1,400 students
- Large number of students from Māori & Sudanese backgrounds
- 80 teachers
- 1 Principal
- 2 Deputy Principals



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**Peer Instructional Conferencing and Coaching**

**What is it?**

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What's the difference between coaching and mentoring?

Think

Jot

Pair

Share

Coaching	Mentoring

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Some ideas...

Coaching	Mentoring
Relationship generally has a short duration	Ongoing relationship that can last for a long time
Typically, is more structured and formal in nature and has scheduled meetings and timeframes	Meetings tend to occur on a needs basis based on when mentee needs guidance or support
Bounded – focused on the specific development of skills/issues/ areas	Takes a broader view of the development of the mentee
Coach doesn't necessarily need to be an 'expert' in the same technical area	Mentor usually passes on their wisdom and experience and is usually more senior on the organisation
Typically focuses on the development of work-related issues	Focus on broader career and personal development
Focuses on areas of importance within the organisation	Focuses on developing the mentee professionally beyond the organisation

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### Coaching

"To coach means to convey a valued colleague from where he or she is to where he or she wants to be...

It is the act of coaching itself, not the coach that is the conveyance."

(Costa and Garmston, 2002)

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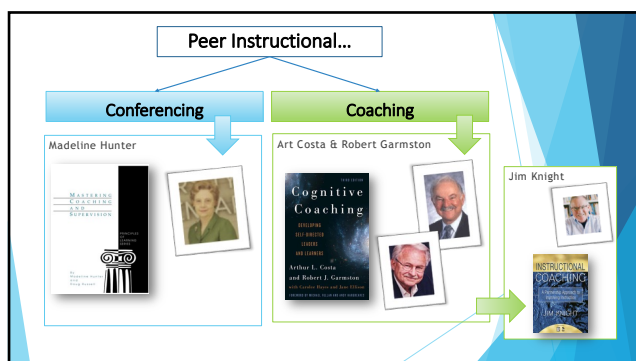
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### Origins

Cognitive Coaching<sup>SM</sup> is based on the following four major propositions:

1. Thought and perception produce all behaviour.
2. We constantly make decisions.
3. To learn something new requires engagement and alteration in thought.
4. Humans continue to grow cognitively and are capable of change throughout their lives.

A coach is actually a mediator, one who figuratively stands between a person and his thinking to help him/her become more aware of what is going on inside his/her head.

Art Costa & Robert Garmston

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### Research and theories underpinning cognitive coaching

The coach mediates:

- ▶ thinking
- ▶ perceptions
- ▶ beliefs
- ▶ assumptions

through positive, strength based guided conversations using specific coaching tools.

REAR AND FORWARD FILTERS

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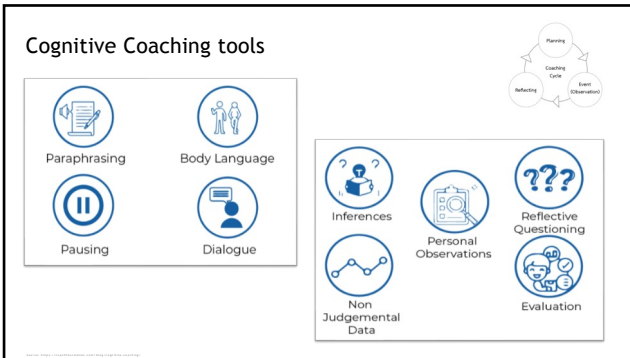
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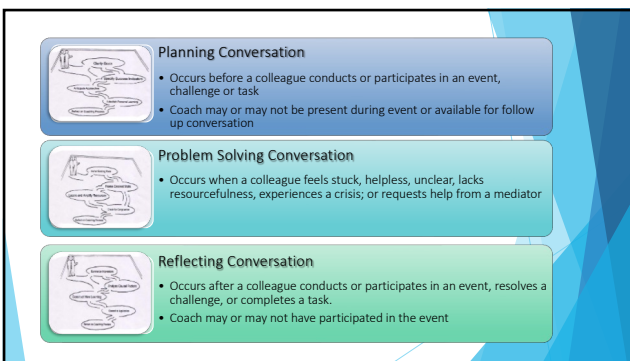
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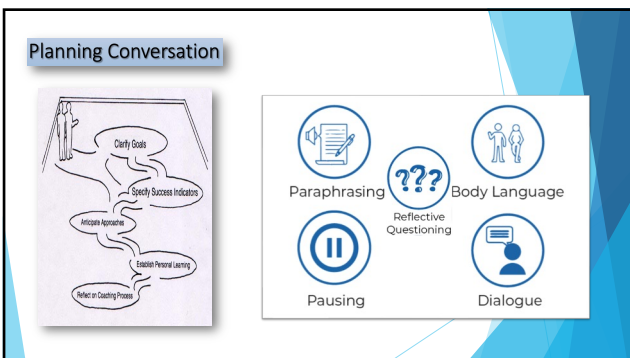
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### Coaching Map

1. **Clarify Goals**  
What might you be looking to achieve?
2. **Specify Success Indicators**  
How might you know that you have reached this goal?
3. **Anticipate Approaches**  
What might be some strategies you could use to achieve this goal?
4. **Est. Personal Learning Focus**  
What might be important for you to pay attention to in yourself?
5. **Reflect on Coaching Process**  
How has this conversation supported your thinking?

### Navigating the conversation map



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www.menti.com and use the code 1804 2677

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### Madeline Hunter

- ▶ Worked as a school psychologist, principal, director of research, and an assistant school superintendent
- ▶ Professor at the Graduate School of Education at U.C.L.A
- ▶ Known for:
  - ▶ Instructional Theory into Practice (ITIP) Model
  - ▶ Mastery Teaching Model
  - ▶ Instructional Conferencing
- ▶ Over her career she produced 12 books, over 300 articles, and 17 video collections



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### Madeline Hunter's supervisory conferences

**Principles:**

1. Conferences have 2 functions
  - a) Promote teacher growth in instruction
  - b) Evaluate teacher performance
2. A conference should have a primary purpose
3. Principles of learning that apply to students also apply to teachers
4. Teaching is a behaviour and can be improved through analysis of that behaviour



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### Madeline Hunter's supervisory conferences

A non evaluative	B generating options	C problem solving	D evaluative	E developing excellence
				

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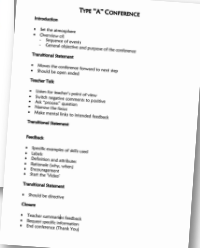
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### A – non evaluative conference

OBJECTIVE	PURPOSE
<ul style="list-style-type: none"> <li>To identify, label, and explain the teacher's effective instructional behaviours giving researched-based reasons for their effectiveness so the teacher knows what he/she has done and why it has worked, and in the future can do it on purpose.</li> </ul>	<ul style="list-style-type: none"> <li>At the end of the conference the teacher will identify teaching decisions and behaviours that promoted learning and state why they were effective.</li> </ul>



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### Ellenbrook Secondary College

(Perth, Western Australia)



Instructional Conferencing Session

Instructional Intelligence ESC

Objective: To produce an agreed upon whole school approach to instruction.

**What:**

Explicit Teaching

Practice 4 Questions

1. What is the structure of the concept (its essential attributes)?
2. What is the purpose of the concept?
3. What are model cases (examples) of the concept?
4. What is the value of the concept?

**When:**

Lesson Design

- Mental Set
- Sharing the Objective and Purpose
- Input
- Modelling/Demonstration
- Checking for Understanding
- Practice
- Closure/Extension

**How:**

Active Participation

The level of student engagement in instructional tasks

Safe Classrooms

Accountability

**Strategies**

**BLOOM'S TAXONOMY**

Level of Thinking

- Synthesis
- Evaluate
- Analyze
- Apply
- Understand
- Remember

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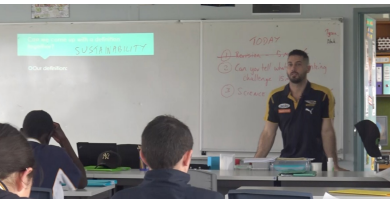
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### The science lesson...



Dan  
Classroom Teacher

**What do you notice?**

- Active engagement
- Questioning
- Teaching methods

No judgement – just observation

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# The coaching conference....

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The coaching conference

First impressions...  
Observations...  
Thoughts...  
Ideas...

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Why would we use it?

Peer Instructional Conferencing and Coaching

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Training components and attainment of outcomes in terms of % of participants  
Joyce and Showers 2002

Training Components	Training Outcomes		
	Knowledge of Content	Skill Implementation	Classroom Application
Study of Theory	10%	5%	0%
Demonstration	30%	20%	0%
Practice	60%	60%	5%
Peer Coaching	95%	95%	95%

Joyce, B. & Showers, B. (2002) Student achievement through staff development. 3rd ed. London: Longman.

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Dr Sharonne Telfer

Doctoral research

- Implementation of Positive Behaviour Support Programme (professional learning for secondary school teachers)
- In school, peer coaching was an integral aspect of the design
- Peer coaching included classroom observations and feedback
- Findings revealed the within-school coaching model was a "feasible, efficient and contextually relevant approach to building school capacity to support teachers' implementation of evidence-based classroom management practices."

Fiona Currey

Doctoral research

- School wide professional learning programme to support teachers to develop student agency in the classroom in the International Baccalaureate curriculum
- Peer coaching was an integral aspect of the design staff identified their own learning goals and peer coach
- Peer coaching - Planning and Reflecting Cognitive Coaching Conversations
- Findings revealed teachers believed the whole-school approach to peer coaching was effective in building their collective capacity as agents of change. A need for schools to intentionally allocate time, resources and support for teachers to collaborate and build sustainable capacity.

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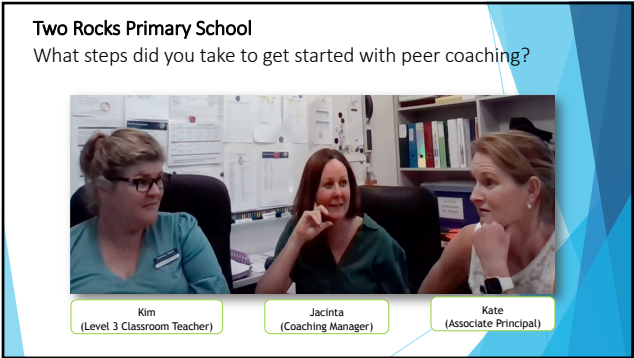
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**Ellenbrook Secondary College**  
What steps did you take to get started with peer coaching?



Heath  
(Principal)

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**Things to reflect on...**

- What was most significant to you about these stories?
- What did you notice about the two different approaches?
- What were the commonalities/differences?
- What might work/might not work for your school?

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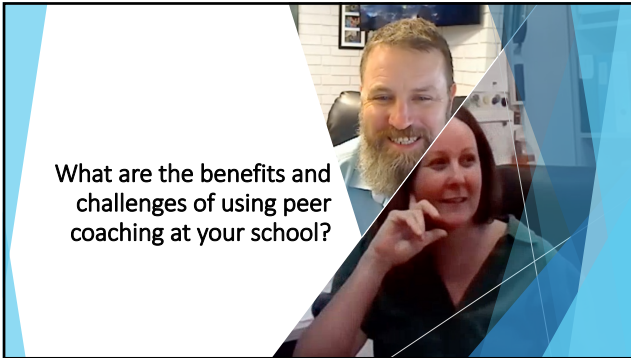
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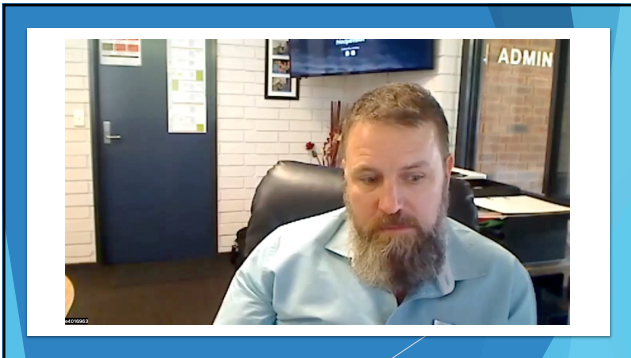
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Discussion: What do you see as the potential benefits and challenges of implementing peer coaching at your school?

Plus	Minus	Interesting
Potential positive aspects for your school	Potential challenges for your school	Neither positive or negative but interesting thoughts/ideas/observations

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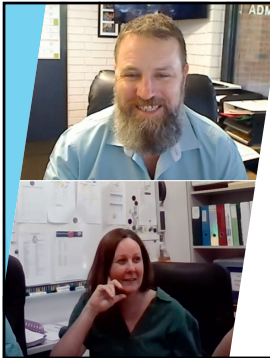
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Words of Wisdom:  
Where to begin ...?

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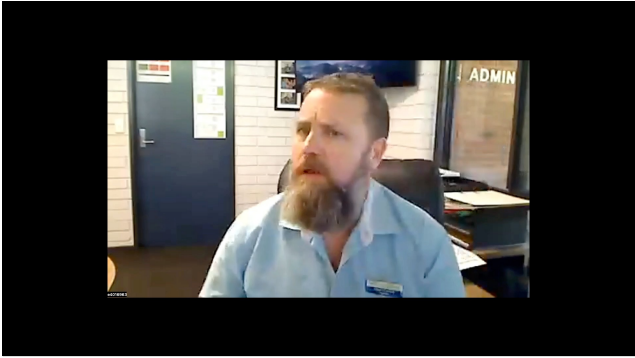
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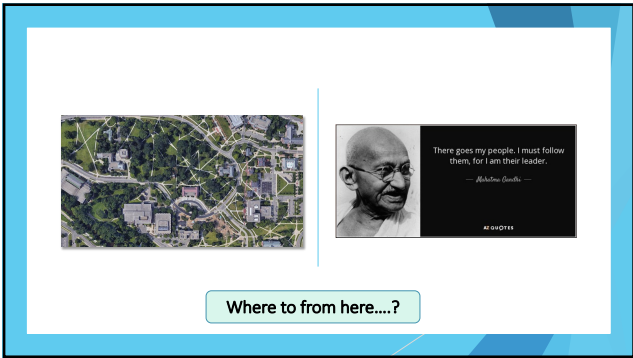
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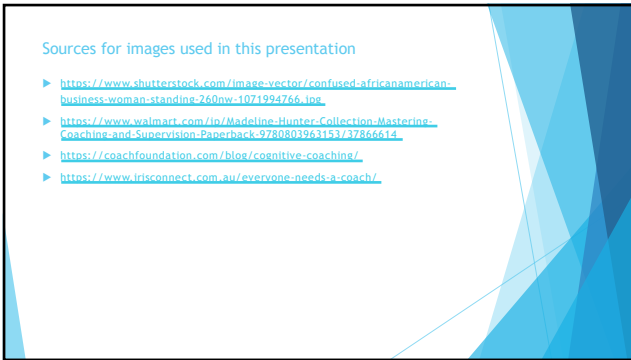
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