

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

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

INSTRUCTIONAL LEADERSHIP programme

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 Mary Immaculate College, St Patrick's Campus, Thirlmere

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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

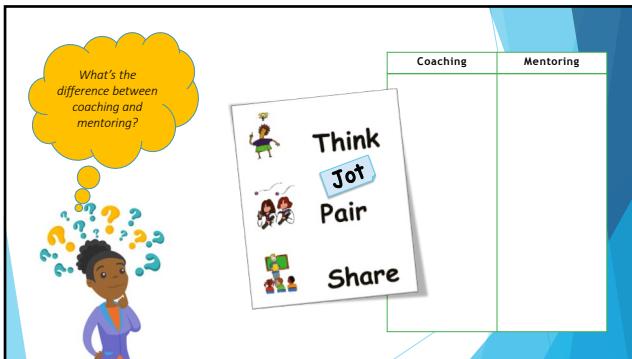


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Peer Instructional Conferencing and Coaching

What is it?

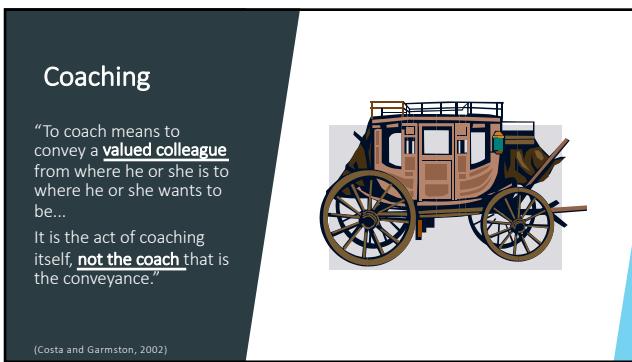
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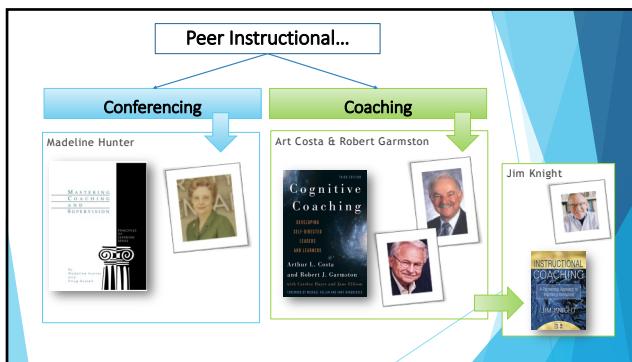
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Some ideas...	
Coaching	Mentoring
Relationship generally has a short duration	Ongoing relationship that can last for a long time
Typically, is more structured and formal in nature and has scheduled meetings and timeframes	Meetings tend to occur on a needs basis based on when mentee needs guidance or support
Bound - 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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Origins

Cognitive CoachingSM 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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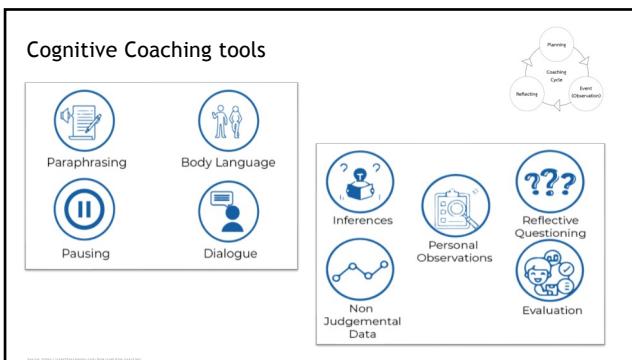
Research and theories underpinning cognitive coaching

The coach mediates:

- thinking
- perceptions
- beliefs
- assumptions

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

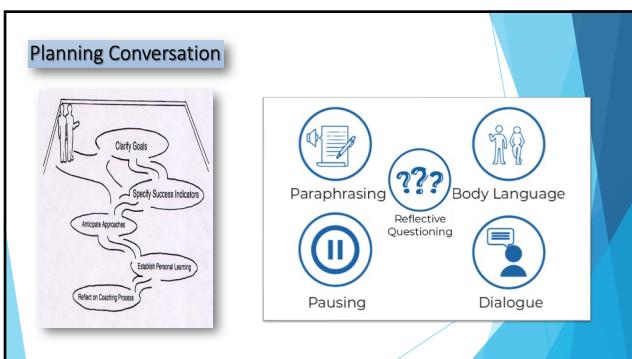
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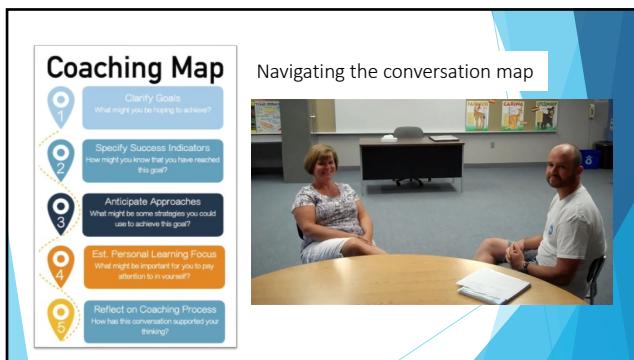
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Coaching Map

1. Clarify Goals: What might you be hoping to achieve?

2. Specify Success Indicators: How might you know that you have reached the goal?

3. Anticipate Approaches: What might be some strategies you could use to move toward the goal?

4. Eat Personal Learning Focus: What might be important for you to pay attention to in yourself?

5. Reflect on Coaching Process: How has the conversation supported your thinking?

Navigating the conversation map

A photograph shows a man and a woman sitting at a round wooden table in a classroom setting. The man is on the right, wearing a white t-shirt, and the woman is on the left, wearing a patterned top and white shorts. They are engaged in a conversation.

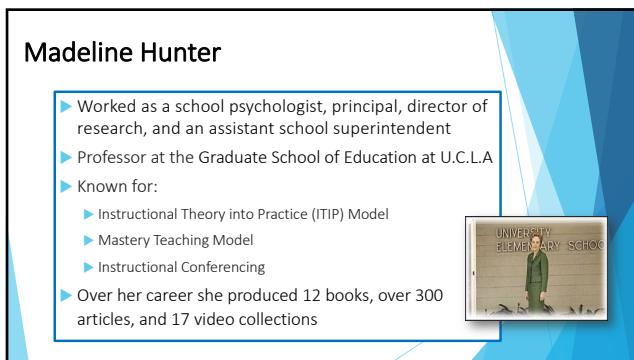
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Instructional Conferencing..?

A QR code is displayed on the right side of the slide. Below the QR code, the text reads: 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

UNIVERSITY ELEMENTARY SCHOOL

A small video thumbnail shows a woman in a green dress standing in front of a whiteboard with the text "UNIVERSITY ELEMENTARY SCHOOL" written on it.

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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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A – non evaluative conference

OBJECTIVE	PURPOSE
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> At the end of the conference the teacher will identify teaching decisions and behaviours that promoted learning and state why they were effective.

TYPE "A" CONFERENCE

Introduction

- Set the agenda
- Definition of events
- General objectives and purpose of the conference
- Allow the conference format to meet any needs
- Allow the conference to be a time to reflect

Teacher

- Set the teacher's goals for the conference
- Set the teacher's agenda for the conference
- Ask "What" questions to promote problem solving
- Ask "How" questions to promote problem solving
- Ask "Why" questions to promote problem solving

Teacher's Statement

- Set the teacher's goals for the conference
- Set the teacher's agenda for the conference
- Ask "What" questions to promote problem solving
- Ask "How" questions to promote problem solving
- Ask "Why" questions to promote problem solving

Feedback

- Specific examples of adult level behaviour
- Definition and definition

Conclusion

- Set the teacher's goals for the conference
- Set the teacher's agenda for the conference
- Ask "What" questions to promote problem solving
- Ask "How" questions to promote problem solving
- Ask "Why" questions to promote problem solving

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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
Perkins 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?

Level of Thinking



BLOOM'S TAXONOMY

How:

Lesson Design

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

Active Participation
The level of student engagement in educational tasks

Safe Classroom
Creating a safe environment for learning

Accountability
Ensuring students are held accountable for their learning

Strategies

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The science lesson...



What do you notice?

- Active engagement
- Questioning
- Teaching methods

No judgement – just observation

Dan
Classroom Teacher

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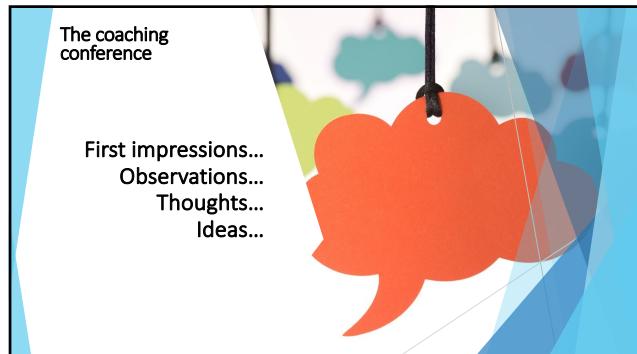
The coaching conference....



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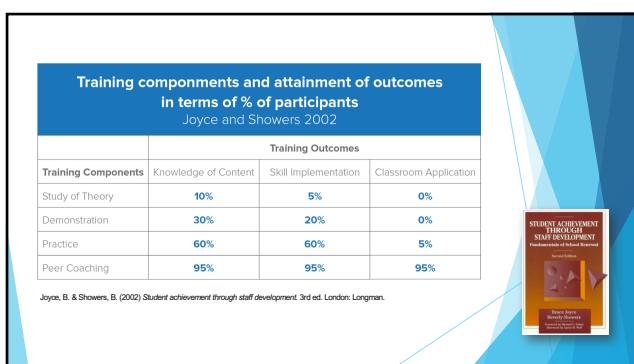
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Dr Sharonne Telfer



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



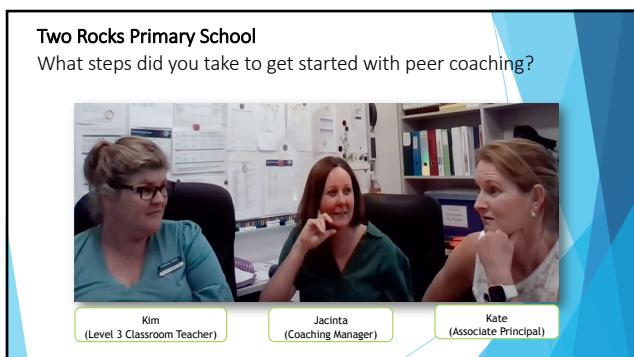
Doctoral research

- ▶ 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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Ellenbrook Secondary College

What steps did you take to get started with peer coaching?



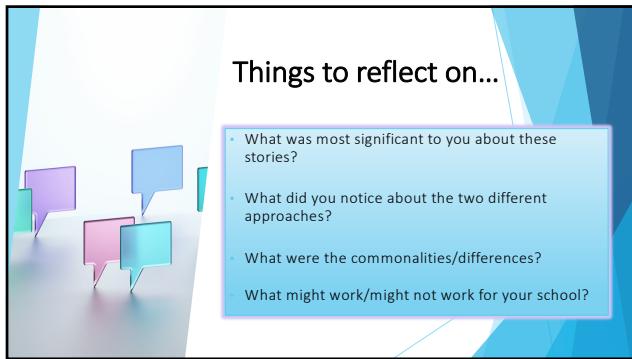
Heath
(Principal)

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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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What are the benefits and challenges of using peer coaching at your school?



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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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Words of Wisdom:
Where to begin ...?

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A medium shot of a man with a full, dark beard and short hair, wearing a light blue polo shirt. He is looking slightly to his left with a neutral expression. The background shows an office environment with a dark blue door on the left, a white brick wall, and a window with a sign that reads "ADMIN" on the right. There are some papers and a small plant on the windowsill.

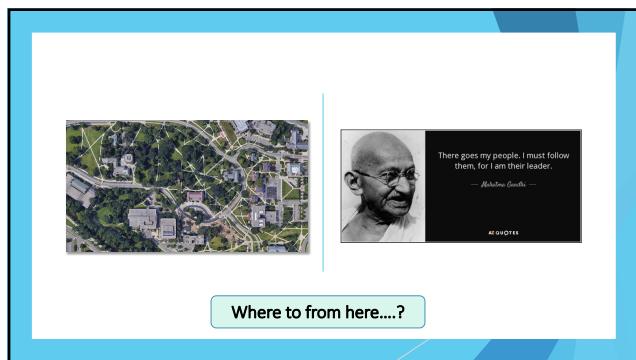
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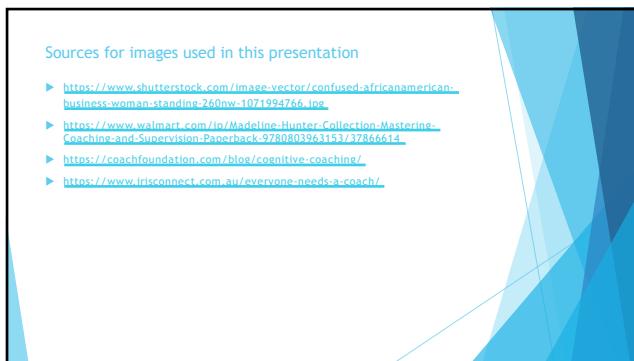
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