Moreton Downs State School

Pedagogical Framework Strategy: Coaching

EQ Expectation: High Expectations.

ASOT Question: Q2 - What will I do to help students effectively interact with new knowledge?

At Moreton Downs State School we believe coaching is a powerful Professional Development Tool. A Literacy Coach and a Numeracy Coach have been provided to support teachers to improve skills in teaching reading and number.

**Collegial Coaching:**
Collegial Coaching is a non-evaluative process which is based upon self-reflection. Its purpose is to enhance individual teaching philosophies - ‘Taking teachers where they want to go.’ It involves a trained coach and an inviting teacher.

There are different levels of collegial coaching feedback that the inviting teacher selects. They are:
• Level A is information gathering only.
• Level A/B involves all of level A and collaborative generation of successful teaching strategies to match personal philosophies.
• Level A/C involves all of level A and identification of an area of concern by the inviting teacher with collaborative generation of successful teaching strategies to match personal philosophies.

There are three key phases to a coaching session:
1. Pre-conference – this is done with a Collegial Coach and an inviting teacher. The inviting teacher is asked a series of WHAT and HOW questions about their planned lesson. This session also delves deeper into the inviting teacher’s beliefs about good teaching and learning practices. Areas for information gathering are agreed upon by both coach and teacher.

2. Lesson observation: The inviting teacher conducts his/her planned lesson and the coach gathers information based upon the areas selected in the pre-conference.

3. Post-conference: After the lesson, the coach and inviting teacher engage in a reflective process using information gathered in the lesson observation.