Activity 1 – Wows and Wonders

Task 1 - We will now use the Wows and Wonders Protocol, on the next page, to share our new Improved Learning Activities with the group. The Wows and Wonders protocol is also in the Peer Coaching Resource Booklet.

Wows and Wonders Theme for this activity – ‘A Learning Activity (unit of work) I would like to improve a little more’

It is important to go into a Wows and Wonders Session with a small question or area of uncertainty that you still have around a piece of work.

The Wows and Wonders Protocol

Examining Our Work

This protocol is designed to help coaches gain understanding about their work, to promote reflective practice and to learn from each other. The protocol can be used to examine student work or educator practice. Form groups of four to six participants and use the following protocol.

Roles

1. **Presenter:** Shares coaching work, answers questions and poses a question or problem for the group to provide feedback or analyze. (Use the example of your coaching work that you posted to the Discussion Board.)

2. **Facilitator:** Keeps the process moving, explains the steps of the protocol, asks questions, listens, takes notes and keeps time. Until groups become familiar with the process, the facilitator may need to help participants rephrase or withdraw inappropriate comments or questions.

3. **Listeners:** Listen, take notes, ask clarifying and probing questions and reflect on the protocol. The listeners try to give feedback to the presenter and try to help the presenter analyze the issue or question that was presented. It isn’t essential that the listeners solve the problem posed by the presenter.

Protocol Steps

- **Step 1 Introduction** - The facilitator provides an overview of the protocol and its purpose. Time is established for each step. The facilitator clarifies what to do if the group is not staying within the time limits for each step of the protocol or if inappropriate comments are made.

- **Step 2 Presentation** - The presenter introduces the work. This includes an explanation to help colleagues understand the context and goal and includes anything else that is relevant. Then the presenter poses one or two questions they have about their Learning Activity.

- **Step 3 Reflection** - The group spends time in silent examination of the work and the presentation. This is an opportunity for the participants to reflect and write notes or questions. (5 minutes)
• **Step 4 Clarifying Questions** - Colleagues ask clarifying questions about the work. These questions help the reader understand what the work consists of and how it was accomplished. The presenter answers the questions factually. (Clarifying questions are usually factual questions that can easily be answered by the presenter.) (5 minutes)

• **Step 5 Wows** - The presenter moves out of the discussion and silently takes notes during the Wows. Colleagues comment on the "wows" of the work. They state the understandings gained from looking at the work. They describe what the work demonstrates to them and what insights were gained. (5 minutes)

• **Step 6 Wonders** - The presenter continues to silently take notes listening for new ideas and perspectives. Colleagues comment on the "wonders" of the work using probing questions whenever possible. For example, “I wonder if you might have more time for coaching on lesson improvement if you held weekly technology sessions on how to use Microsoft Word tables or resizing a photo?” Colleagues also comment on other pertinent questions the work raises. They discuss how this influences their work as coaches and what could be done next time to deepen the quality of the interaction. The presenter is silent and takes notes. (5–10 minutes)

• **Step 7 Feedback** - The presenter has time to reflect on what he/she learned. The presenter reflects on how he/she may use the comments provided and what prompted him/her to think differently about the work presented. The presenter should not use this time to defend their work or further their actions. (5–10 minutes)

**Task 2** – Once you have completed the Wows and Wonders – debrief in pairs then feedback your answer to the last point to the group:

- How you felt while you were taking apart in this protocol?
- How did you feel as a presenter, and how did you feel as a person giving feedback?
- How did this differ to other times you have given people feedback?
- How this would be an effective tool to use when reflecting and debriefing with your staff?

**Activity 2 – Other Feedback Protocols**

The Wows and Wonders Feedback Protocol is not the only scaffold you can use for feedback conversations. There are other Feedback protocols that you can integrate into professional learning conversations in your school.

**Task 1** - Have a look through the following protocols and discuss as a group when you might use them within the context of your daily work:

- Tuning Protocol – Warm and Cold Feedback
- Feedback Protocol
- Lesson Observations Scaffold

**Task 2** - Once you have discussed the protocols. Take 5 minutes to choose a protocol that you will commit to using in the coming year. Share which protocol and why you would use it with a pairs.
Activity 3 - Course Reflection

Give one, Get One

Participants move to as many people in the room as possible, sharing one of their ideas about and getting one idea, before moving to the next person.

Theme for this activity: In my school I will use Feedback Protocols in these situations.

End of Giving Supportive Feedback
The Wows and Wonders Protocol

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- **Step 8: Debrief** - Participants and presenter reflect on the protocol
  - What was helpful about the process?
  - What was difficult?
  - How could you use the protocol in other settings?
The Tuning Protocol – Warm and Cold Feedback

The Tuning Protocol (as in ‘fine tune’) is a useful tool for allowing a variety of voices and perspectives to be shared, while focusing intently on a specific presentation. The time frame may vary, but generally adhering to a strict time for each segment is advised. We will use the following:

**INTRODUCTION** (2 - 3 minutes)

- Facilitator briefly introduces protocol goals, norms and agenda.

**PRESENTATION** (5 minutes)

- In this segment, the presentation is made. This includes the context for student work (or whatever the document is) and the samples of student work (or the planning instrument etc). There is NO questioning at this time.

**CLARIFYING QUESTIONS** (5 minutes)

- Participants have an opportunity to ask ‘clarifying’ questions - to get pieces of information that may have been omitted in the presentation and that they feel would help them to understand the context of the presentation. The facilitator should be sure to limit the questions to those that are ‘clarifying’.

**PAUSE FOR REFLECTION** (2-3 minutes)

- This is to allow participants to write down feedback items they would like to share - generally, no more than one example of each.

**WARM FEEDBACK** (3 minutes)

- Participants reinforce/call attention to aspects they think are especially strong; recognise the acknowledgement of problems and issues by the presenters; ask for more detail on something they think is important. This is not about saying ‘good presentation’. It is about being descriptive and helping the presenter see value they might not have seen, themselves, in their presentation. Presenters take notes, but DO NOT respond.

**COLD FEEDBACK (NOT CRUEL)** (3 minutes)

- This is an opportunity for participants to pose questions that make them wonder, want to know more about, are confused about. They may also share concerns, raise issues or other ideas that they think are worth exploring etc. Presenters take notes and DO NOT respond yet.

**RESPONSE AND OPEN CONVERSATION** (5 minutes)

- This is an opportunity for the presenter(s) to respond to the questions and comments. During this segment, other participants are quiet.
REMAINING TIME (If applicable)

- Additional questions, comments and open conversation.

FEEDBACK ON THE PROCESS (2 - 3 minutes)

- The full group provides feedback (debrief) on the process.

Giving feedback

- **Warm** is explicit - helps identify strengths
- **Cool** raises issues or potential questions - shows how to improve
- **Hard** is again explicit - raises issues to promote broader, deeper thinking about work
Feedback model

This is a very simple methodology to give feedback to people. It is useable in one-on-one situations or in groups. Before starting the protocol, ensure all participants are aware of what is expected of them, and how they should behave.

Using the feedback model

Try to be:

- Be generous in the way that you recognise/confirm the positive actions.
- Be honest. People resent recognition that is not true
- Be specific when you outline the areas for attention.
- Try to limit your feedback. People can only work on one or two areas at a time. Look at the leverage point that will make the greatest difference.
- Use **AND** rather than *but, however* or a pause...

I really liked the way that you...

**AND** thought that it could have been even better if...

Because...
## Lesson Observation Scaffold

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<tr>
<th>Date of Observation:</th>
<th>Observation Method:</th>
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### Focus 21CLD Dimension(s):
- [ ] Collaboration
- [ ] Knowledge Construction
- [ ] Self Regulation
- [ ] Real World Problem Solving and Innovation
- [ ] ICT for Learning
- [ ] Skilled Communication

### 21CLD Dimension Code:
- [ ] Level 1
- [ ] Level 2
- [ ] Level 3
- [ ] Level 4
- [ ] Level 5

### Evidence for coding decision:

### Other areas of focus for this Learning Activity:

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**LESSON OBSERVATION SCAFFOLD**
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<th><strong>What worked? Why?</strong></th>
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<th><strong>What didn’t work? Why?</strong></th>
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