Peer Coaching for Effective Professional Learning

Suggested Activity Timing

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<th>Pre course reading:</th>
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<th>Activity 5: Course Reflection</th>
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<tr>
<td>Peer Coaching Overview</td>
<td>20 min</td>
<td>20 min</td>
<td>20 min</td>
<td>40 min</td>
<td>10 minutes</td>
<td>5 minutes</td>
<td>1 Hour and 55 minutes</td>
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Face-to-face Delivery

Pre Course

Readings: Send this out before the session with the reflective questions. Use the questions as an icebreaker...by asking people to briefly introduce themselves and answer one of the questions. The readings you should send out are:

- Peer Coaching Overview

Activity 1 – Professional Learning in Your School (20 mins)

Why Peer Coaching?

Task 1 - Under the Why Peer Coaching? Section read, emphasise and discuss the table.

- Walk through each cell in the table referring to a professional learning even that may occur given this scenario
- Stress that good coaching is good learning...and that the skills and tools suit students as well as teachers.
- Focus on participants sharing their experiences of coaching and why they are considering becoming coaches.
Example Professional Learning activity for each cell:

- Theory – Online Emergency Care, or a one shot wonder course with no linking back to your classroom
- Practical – Hands on workshops but no length in program, usually just for one day.
- Coaching – sustained program focussed on specific classroom activities, individualised, supportive

Peer Coaching:
Peer coaching is an effective professional learning strategy. As you read through draw on practical applications of coaching as written.

- Is focused on our core work of improving student outcomes – as coaches we focus on actual classroom programs
- offers a significant degree of challenge - when we are coached we a massaged outside our comfort zone to change a practice in our classroom.
- is informed by the best available research on effective learning and teaching – coaching has been written about and researched by many including Microsoft, Michael Fullan, Linda Darling-Hammond, ISTE
- is embedded in teacher practice and analysis- the essence of Peer Coaching is focussing on classroom practice, adapting practice, reflecting on changes all through the support of a personal coach.
- is a strategy that provides constructive feedback about performance – through professional conversations and protocol use with your coach or coaching partners
- is collaborative and reflective uses evidence based problem solving – from discussion and review of current practice, new practice is discussed and implemented
- is an ongoing, supported element within the school culture – coaching becomes a routine, a regular occurrence that the when successful a whole school or faculty are working to implement.

How does Peer Coaching Work?
Coaching is so powerful because at it’s core it:

- offers teachers opportunities to link the ideas learned in professional learning sessions to their teaching context
- is a collaborative partnership between peer coach and learning partner and not a mentor-novice relationship

Emphasize that Peer Coaching is not supervision.

- Where Peer Coaching is used as Supervision it was not successful, as staff did not feel the choice in their decisions.

Discuss:

- The Implications and what this means for professional learning in your school?
- How does peer coaching differ from supervision?

After leading a conversation about the above 5 slides,

- discuss the above 2 questions in pairs,
- then come together as a group to further discuss your thoughts around the questions.
Activity 2 – Effective Professional Learning (20 mins)

Think of a time when - You learned something from a professional learning experience that changed your practice as a teacher or leader

1. Write down a reflective note of this experience in a journal or discuss in pairs

Share ....What made this experience so effective?

1. In pairs share this activity and discuss questions
2. As a group come together and draw out 4 or 5 common points that made this experience so powerful. Add them to a group collaborative document, whiteboard or flip chart.

Activity 3 – The Coaching Cycle (20 mins)

Take some quiet time to read through and discuss this coaching cycle information in the handouts.

The Coaching Cycle – Discuss as you walk through each section of the cycle.

Summary (see hand out for in depth explanation)

1. Assess (Using classroom data, to help teachers determine an area of the curriculum that needs innovation)
   • determine teacher preparation
   • Set Goals

2. Identify school goals
   • determine classroom goals
   • identify activity project
   • determine required skills

3. Prepare (co-planning a learning activity or lesson that integrates technology or a 21st Century dimension into active, engaging learning activities)
   • set dimension for learning activities
   • plan activity/project
   • share lessons / resources
   • create / adapt materials
   • review / learn tech skills

4. Implement (demonstrate lessons that integrate technology and 21st Century dimensions effectively)
   • Model/team teach
   • apply/adjust
   • assess learning

5. Reflect/Debrief (after observation with participating teacher discuss what worked, what didn’t and how a lesson or activity might be modified in the future to be more effective – using coaching conversation skills)
   • Determine effectiveness
   • Plan future activities
The Coaching Cycle - Discussion Questions
- What does it remind participants of?
- Have they ever worked like this before?
- In which step would they feel most comfortable working?
- Which step will they have to work hard to develop?

Activity 4 - Coaching Roles and Attributes (40 mins)
The 4 major roles of a coach

• Using classroom data, to help teachers determine an area of the curriculum that needs innovation.
• Co-planning a learning activity or lesson that integrates technology into active, engaging learning activities.
• Demonstrating lessons that integrate technology effectively.
• After observation, discussing, with the participating teacher, what worked, what didn’t and how a lesson or activity might be modified in the future to be more effective.

Discuss – Are there any other roles you could add to this list? Discuss.

Whole School Approach to planning

• Watch the Dallas Primary School, Victoria Australia Video as linked
• As participants watch, ask them to write a list of all the roles they saw participants play
• Discuss these lists

Coaching Roles:

Considering the video and the coaching cycle studied in Activity 4, what roles could coaches play?

• Create a list of roles on a white board / shared document group brainstorming.
• In pairs participants discuss what roles they could play in their own schools

Activity 5 – So What?

Reflect on the learning in this course via the questions below. Work in Pairs to consider.

• What is one thing you can do in your school to ensure better professional learning opportunities for staff or to work towards a coaching environment?
• Choose one of the 2 categories and commit to something you will do
• Share this with the group

End of Peer Coaching for Effective Professional Learning