



The Literacy and Numeracy Secretariat
Le Secrétariat de la littératie et de la numératie

The Literacy and Numeracy Secretariat's

Coaching Institute: Learning and Teaching Together



Strategies to Develop and Support Learning-Focused Conversations

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Teaching Policy and Standards Branch

Goals for Today's Session

- To reflect on our roles as coaches and agents of change in our schools
- To explore a continuum of learning-focused interaction including some strategies and skills to support you in your role as coach

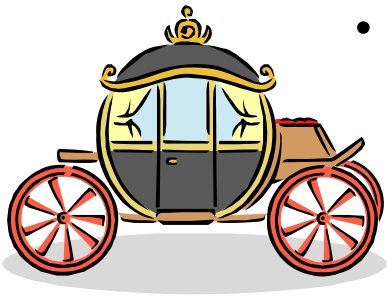
Definition of Coaching

- Relationship established between two parties to meet a particular learning goal
- Non-evaluative
- Built on a foundation of mutual respect

Source: LNS Coaching website

Goals for Literacy and Numeracy Coaching

- Increase conversations at the school level about literacy and numeracy teaching and learning
- Activate and support colleagues' inquiry and study to deepen their knowledge and teaching of literacy and numeracy
- Engage colleagues in thinking and conversing and making decisions about teaching and learning in literacy and numeracy



Coaching is unlocking a person's potential to maximize their own performance. It is helping them to learn rather than teaching them.

Whitmore (1996)

Source: LNS Coaching website

Contexts for Learning-Focused Conversations

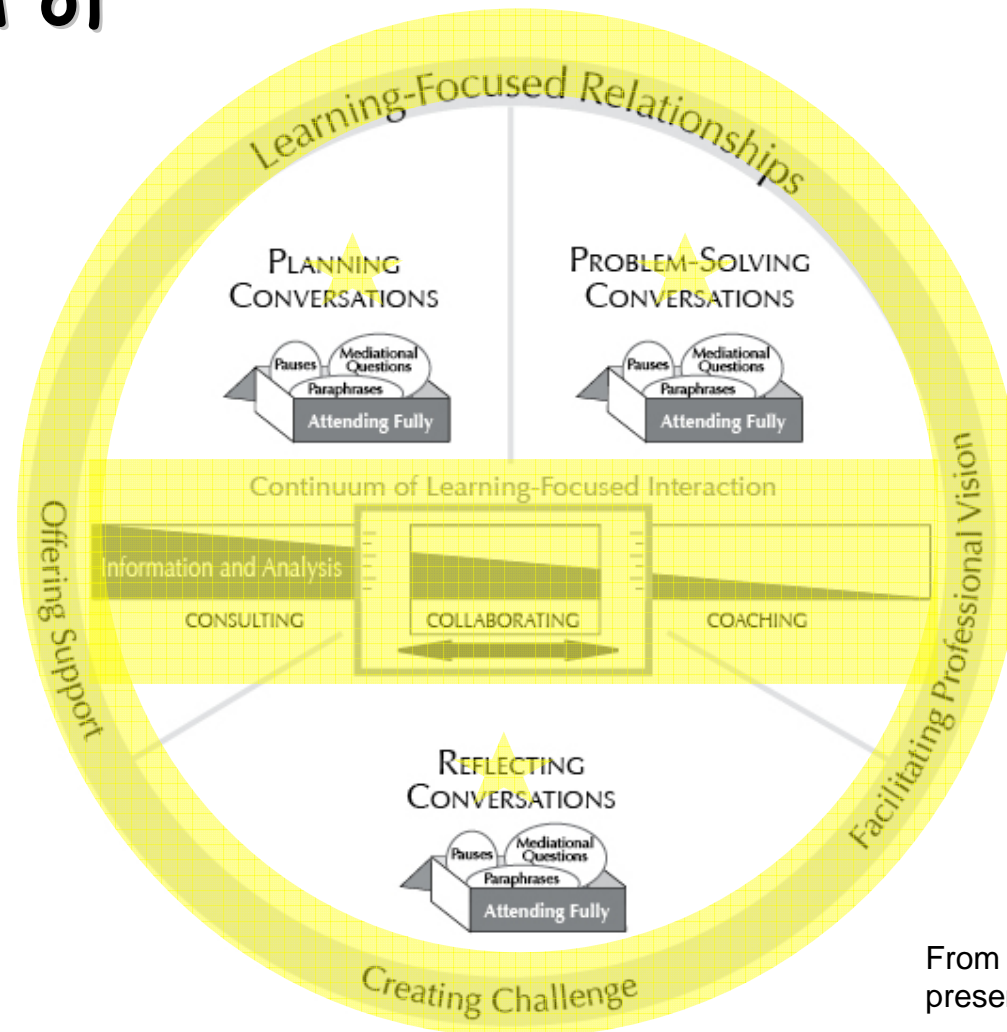
- *Observation meetings*
- *Team meetings*
- *One-on-one classroom coaching*
- *Working with school administrators*
- *Content-focused coaching*
- *Instructional coaching*
- *Mentoring*
- *Other . . .*

Me, Myself & the Coaching Role

- Please take a moment to complete the 3-2-1 activity sheet in your package (*strengths, challenges, next steps*)
- At the signal, share your "3" with an elbow partner (60 seconds each)

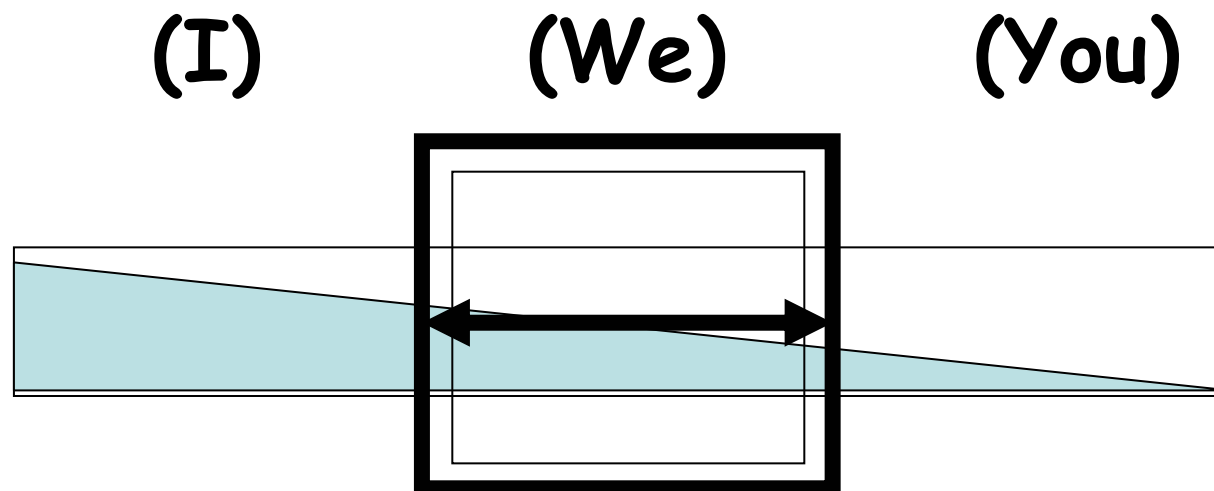


A Continuum of Learning-Focused Interaction



From *Mentoring Matters*
presentation by Bruce Wellman
Used with permission

A Continuum of Learning-Focused Interaction



I'm Listening . . . ?

History repeats itself because no one listens the first time. – Anonymous

Some Important Skills . . .

Coaches need to **ATTEND FULLY** by:

- **Pausing** to provide a space for thinking
- **Paraphrasing** to establish a relationship and increase understanding
- **Reflecting** feelings to show empathy and build trust
- **Inquiring** to invite the construction of new connections and meanings
- **Probing** gently to clarify thinking and increase precision
- **Extending** thinking by providing resources and information
- **Physically Engaging** with non-verbal communication

Adapted from *Mentoring Matters*

Blocks to Understanding

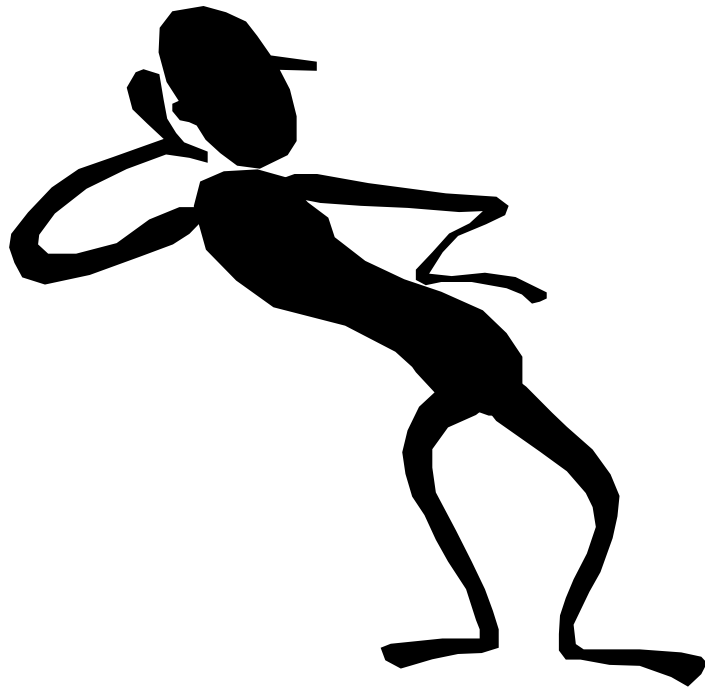
Be aware of:

- *Personal Referencing*
- *Personal Curiosity*
- *Personal Certainty*



Adapted from Mentoring Matters 2004

Coaching Challenges



Take a moment to stretch your legs and find someone at a table on the other side of the room.

As a pair, share the "2" that you described on your 3-2-1 Activity Sheet.

Work to attend as fully as possible while your partner is sharing their challenges.

Table De-brief: What aspect(s) of attending fully did you find easy? more difficult? impossible?

The Art of Questioning



*The limits of my language mean the limits
of my world*

Gloria Steinem

Inviting Thinking . . .

- Built on trust and rapport which includes attending fully
- Voice awareness
- Use of plural forms
- Exploratory language
- Positive presuppositions

Mediational Mat

- Invitation
 - *How might . . . , In what ways . . . , etc.*
- Cognition
 - *Predict, recall, apply, describe, etc.*
- Topic
 - *Student work, assessment results, lesson, etc.*

Opening thinking  Focusing thinking

Applying the Art of Questioning

- Pair up with someone from your table
- In your pair, take turns creating as many questions as possible using the choices in the three columns on your mat



- With the same partner, cover up the
invitational column and
take turns again to
create as many
questions as possible

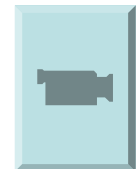
The Learning-Focused Conversation...

- Goals/Paraphrasing
- Evidence of Success/
Exploring Options
- Strategies for Attaining
the Goals/ Plan Next
Steps
- Reflecting on the Process/
Self-Assessment



Observing a Learning-Focused Conversation...

- As a table group, you will watch a video clip of a learning-focused conversation and record observations on the following:
 - Evidence of goal-setting/paraphrasing
 - Evidence of attending fully
 - Evidence of planning next steps
 - Evidence of reflection/self-assessment



The Learning-Focused Conversation

- Select one of the scenarios from the envelope located in the middle of your table (*numeracy coaching scenarios in blue; literacy coaching scenarios in yellow*)
- Pair up with someone from a table beside or behind you
- Apply what you have learned about the learning-focused conversation to your chosen scenarios (3 minutes per conversation)

Reflection

- Looking at "1" on your 3-2-1 sheet, have a quick conversation with your elbow partner, or with yourself, about the skill or strategy that you wish to "add" to or enhance in your coaching repertoire
- What are some key messages from this session that you want to remember? to apply? to investigate further?
- Do you have any questions about what you have heard during this session?

KNOWLEDGE – LIKE THE
SKY – IS NEVER PRIVATE
PROPERTY

TEACHING IS THE ART
OF SHARING.

ABRAHAM HESCHEL (1907-72)

Our Thanks & Your Questions

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