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| **REFLECTIVE MEETING TEMPLATE: Guiding Questions**  These are guiding questions for your reflective meetings to support the conversation and stimulate deep dialogue to   * Reflect on the status of short/ long term goal attainment * Reflect on the implications for next steps * Analyse collected and collated data to drive planning * Allow the voices of all involved stakeholders to have input into the coaching process | | | |
| **Agenda** | **Current Status** | **Critical Reflection: Evaluation to Understand; Challenge Beliefs** | **Future Actions** |
| **Record here the agenda for the meeting**  **What data will be reviewed?** Staff Survey  Term Two Plans  **What topics will be covered?** Review and Formative Assessments  **Who will attend?**  Megan, Kate and Alex | **Record here understandings of the current status of coaching in your context**  **What has happened to this point?**  Megan’s students are engaged in Writing in their Writer’s Notebooks during the Writer’s Workshop. Pinterest has helped Megan with slightly scaffolded ideas for Writer’s Notebook.  **What changes have taken place? (teachers and students)**  Perceptions of Best Practice Writing?  Resource hunting  Timetabling changes – a little bit rushed.  **What are the data results?**  NA | **Record conversation and dialogue of the analysis and evaluation of what has happened and what this means**  **How does the current status of the coaching process align with planned goals?**  Students are becoming more engaged and confident in their writing ability  **What assumptions were made that need to be challenged?**  Time – how can we timetable?  Whole term time frame with reflective practice of implementation.  Whole class engagement and independence during conferencing??  **What coaching actions might we keep? Change? Add? Revise?**  Collaborative Evernotes, research….good.  Other actions to edit and revise – modelled or feedback on guided reading. | **Record future steps agreed upon in the meeting**  **What goal/s need to be set?**  Set goals based on 6 traits. Introduce and use.  Megan has collected a range of digital stimulus; however, wants to have photos (visual stimulus).  Have a clear plan (for café) for Term 4.  **What are the next steps you need to take?**  Megan wishes to link mini lessons to other aspects of English.  Make goals in Writer’s Notebooks (whole class) with mentor texts.  Baskets of stimulus.  **What is the required sequence for these steps?**  Print photo stimulus for Megan (Kate has these)  Jeannie Baker resources? |
| **Summary of Main Issues**  Time constraints and behaviour issues in 3E cause problems during Conferencing. | | **Proposed Future Directions**  To sort out how Conferencing can happen without interruptions.  Use of 6 Traits during Mini Lessons  Students to have individual goals – goal setting. | |