

The Literacy and Numeracy Coaching Academy



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1. Intensive Coaching Program

2. Continuing Coaches
Program

3. Teachers as Researchers:
Coaching Project 2015

90% of QLD Schools are part
of these programs.

In a professional context,
who do you think a coach
is and what is their role?

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Coaching is

About professional learning

A team event

Differentiated

Planned

Complex

Coaching is not

About appraisal and evaluation

An individual pursuit

One size fits all

Adhoc

Simple

data and well-validated res
recommendations.

Coaching impacts school culture

Opens doors

Builds collegiality

Builds recognition of collective expertise

Celebrates success

Prioritises professional learning

Creates communities of practice

Supports progress

Coaching Impacts teacher practice

More likely to implement new practice

Increased self-efficacy

Reflection on practice

Ongoing reconstruction of teacher identity

Increased focus on student-centered learning and differentiation

Enables consistency



Defining the role of the Literacy Coach

Literacy coaches “provide ongoing, job-embedded training and support for the other teachers in the school to build their capacity and effectiveness as literacy teachers”

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Overall Coaching Goals:

- 1) Improving students' skills and competence.
- 2) Problem solving (always keeping in mind the goal)
- 3) Learning from each other - support the concept of life-long learning.
- 4) Building positive outcomes for the future.

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Bound by ethics:

Coaching vs. Supervision:

- Coaching is about the well-being of the students, not judging or evaluating the teachers. We are there to help each other!
- Coaches should be invited to observe and provide feedback.

Trust & Confidentiality:

- The coach is required to maintain confidentiality in their work with administrators, teachers, and students.

Rules of Professional Ethics:

- Keep values out of the coaching process and rely on data and well-validated research findings to guide recommendations.

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What does the literacy coach do?

- observe
- model
- advise and support
 - team teach
- facilitate collaboration
- conduct professional development
- help with organisation and management of literacy programs

What you can expect: (on-going)

- "The coach is not a supervisor, but rather a cheerleader and advocate."
- Questions are an important part of the process for both coach and teacher - they are not for judgment, but rather for the sake of collaboration.
- Collaboration with a posture of positive intent.

Coaching Conferences



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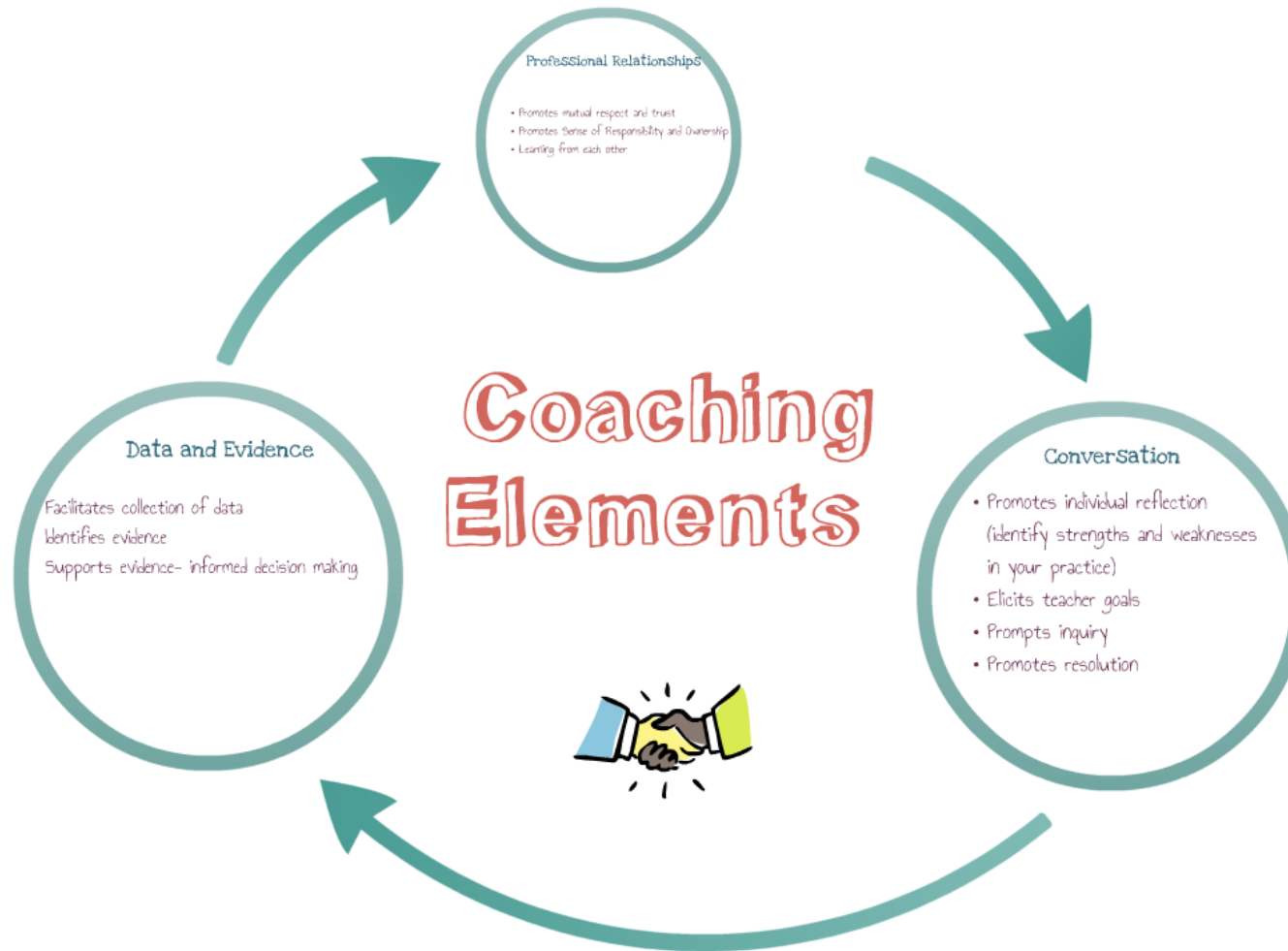
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Coaching Conferences:



Professional Relationships

- Promotes mutual respect and trust
- Promotes Sense of Responsibility and Ownership
- Learning from each other



Conversation

- Promotes individual reflection (identify strengths and weaknesses in your practice)
- Elicits teacher goals
- Prompts inquiry
- Promotes resolution

Data and Evidence

Facilitates collection of data

Identifies evidence

Supports evidence- informed decision making

Why would we want a literacy coach?

- Enhances collaboration among teachers by bridging the gap between classrooms.
 - Can share ideas that are working/ not working more quickly and easily with support from us (we can point you in the right direction) / inter-year level collaboration.
- Chance of higher student achievement by having access to someone with (for example) reading expertise.
- Will provide on-going professional development relevant to the needs of the students in our school.
- We can tailor the role of a literacy coach to the needs of our school and what we think is most important!

What Next?

Coaches work with willing teachers to understand what's happening now. We will then develop goals together and develop a plan to achieve them.

Our Focus and Goals

Focus on Writing

We want to enhance our student's engagement and interest in writing in order to improve student learning outcomes.

Data driven ---->

NAPLAN

Data from NAPLAN demonstrates that our top performing children are losing momentum as they progress into the middle years of school. Why?

Data Collection

Student survey question: How do you feel about writing?

How

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