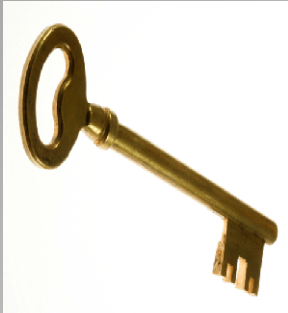


Owning The Change: *Coaching as an enabler of educational leaders*

Presented by Christine Lynch
School Adviser Learning & Teaching
Catholic Education Office Melbourne –Eastern Region

- System Context
- My background to coaching & synergy with system
- Coaching in my work with emphasis on *Strengthening Professional learning Communities* Project
- Essentially...
What is different? What are we noticing?
- Challenges ahead
- Providing online support
- Video

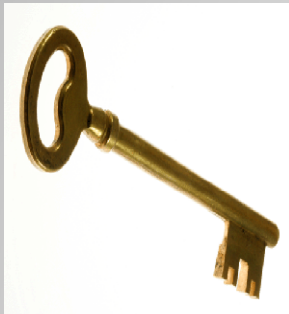
Session Outline



- The introduction of a ***School Improvement Framework***

Phase 1 completed

Phase 2 mid way



- The introduction of ***Sacred Landscape: Learning & Teaching Framework***

The context

Education
in Faith

Learning
& Teaching

Leadership &
Management

Catholic
School
Vision

Student
Wellbeing

School
Community

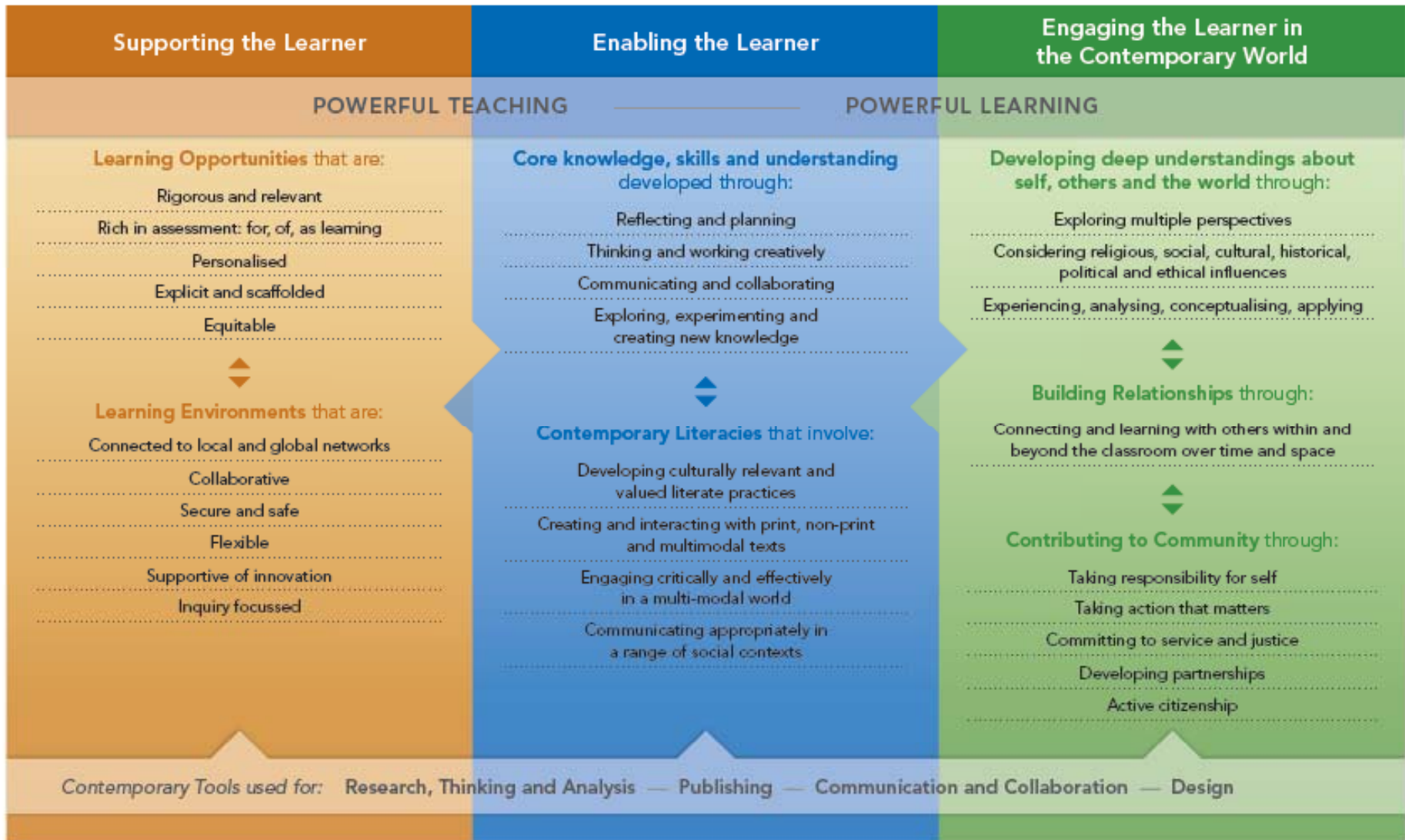
School Improvement Framework

CONTEMPORARY LEARNING SCHEMA



CONTEMPORARY LEARNING WITHIN THE CONTEXT OF THE CATHOLIC SCHOOL

The Catholic School is part of the mission of the Church and is a sacred landscape where learning and teaching seeks the integration of faith, life and culture.



Learning Centred Schools

Vision for Catholic Education in the Archdiocese of Melbourne

- Faith and Life Integration, • Excellence and Equity, • Lifelong learning, • Active citizenship

VISION

One Body – Many Parts

Strategy Plan for Catholic Education in the Archdiocese of Melbourne

This Strategy Plan sets the direction for Catholic education in the Archdiocese of Melbourne. It recognizes the collaboration between Catholic schools and the Catholic Education Office Melbourne (CEOM) in supporting the broader mission of the Church, which involves a continuing mission of improving the quality of educational outcomes for all students.

STRATEGY

School Improvement Framework

The School Improvement Framework has two purposes:

1. to satisfy legitimate expectations of government and sector authorities about accountability for the outcomes of schooling
2. to assist schools and teachers to improve student learning outcomes.

School Improvement

A systematic approach to effective organisation within a school to ensure improvement of the learning opportunities and outcomes for all students.

Within a Catholic school context this should reflect the true *nature* of Catholic schooling to educate in faith and knowledge.

Effective school improvement is an approach which values students and the importance of preparing all students to value themselves and to be valuable members of society in this millennium.

Sacred Landscape: Learning and Teaching Framework

The Learning and Teaching Framework has two purposes:

1. to stimulate thinking around innovation to meet contemporary challenges.
2. to assist leaders and teachers to improve student learning outcomes.

ACTIONS +
PROCESSES TO
SUPPORT
SCHOOL
IMPROVEMENT

- The *Leadership for Contemporary Learning* project and emphasis on my changing role working with school teams involved in an **action research cycle**.
- Project drivers (11 across Melbourne) participated in facilitation training/project preparation with **Dr Maureen O'Rourke** as part of the project
- An opportunity for our Eastern regional team to participate in coaching training with **Kris Needham**
- An opportunity to advance my coaching skills by co-coaching within a team of 3

My background to coaching

- Some Principals have opted into accessing a coach as part of Leadership support. Training of retired Principals/ Leaders in a sponsored Coaching Program is being offered by CEOM for 2012
- Coaching being recommended by independent reviewers as a Key Improvement Strategy to which school leaders can attend
- Recommendation from Phase 1 independent evaluation of School Improvement Framework- Catholic Education Office Melbourne staff be encouraged to undertake coaching training. Greater cohesion between what is being provided at macro systemic global level and what is being sought from micro local school context

System background

Strengthening Professional Learning Communities Project

Goal: To enable collaborative knowledge building where school leaders had the opportunity to...

(1) anchor professional learning with a strategic learning focus centred on School Improvement Plan advancement

(2) situate coaching within an overall approach to whole school change

(3) understand parallel leadership roles of school and teacher leaders and finally

(4) understand effective adult and professional learning and what this means for developing teacher leaders

Audience: triads of leaders including the Principal

Duration: 3 day program

Facilitators: Dr Maureen O'Rourke, Christine Lynch

Post Project: C Lynch to meet with all project members T2&3

Program Overview

- Day 1: Adult Learning
- Day 2: Leading Our Colleagues' Learning
- Day 3: Living and Learning in Community

- **Day 1: Focus – Adult Learning**

How do teachers currently learn in our school – where are we now and where would we like to be? Exploring existing and desirable professional learning cultures in schools.

Understanding the needs of adult learners. How do adults best learn and how do we work as a team to progress local learning priorities?

The connected roles of learning leaders

- **Day 2: Focus – Leading our Colleagues' Learning**

What needs to be considered as part of an overall effective approach to professional learning?

Applying principles of effective professional learning.

Contexts and readiness for coaching; Relationships for coaching;

Challenges in establishing coaching conversations in a school.

Different approaches and stances to coaching and professional learning.

Developing coaching skills and capabilities – GROWTH and SUN coaching scaffolds

- **Day 3: Focus – Living and Learning in Community**

How do we establish strong professional learning communities – key characteristics?

Teacher Leadership of PLTs – supported and enabled by school leaders

Learning architecture and Learning strategies.

Leading learning by knowing, doing and being.

Culture shift

self-direction, agency, ownership

shaping cultures of inquiry

mobilising genuine commitment

balance in the 'locus of power' in
learning-inside out v's outside in

Essentially...

what is different? what are we noticing?

Enabling leading for learning

encourages evidence-informed
action

distributes leadership

consistently inquiry-oriented acts
to challenge and personalise
staff learning

Essentially...

what is different? what are we noticing?

“Have finally joined Wiki! At the moment I am struggling with how best to support the needs of our staff and how to shift the mind set of various teachers to allow them to see the value of embracing alternative approaches.
i'm thinking that one size does NOT fit all!”

Quote on wiki from project participant

Whole school inquiry

How will we develop among our school community a vision, and understanding, of ourselves as mathematicians, living in a mathematical world?

Meta-strategic approaches & learning infrastructure

schools self nominated and invested

triads natural set up for co-coaching and feedback

project demanding thoughtful Learning Architecture which highlights why 'good ideas' in the past failed to work

Essentially...

what is different? what are we noticing?

- Ensuring all project participants commit to and practice the skills and apply project learning
- Providing ongoing opportunities for project participants to participate in coaching conversations for further stimulus
- Ensuring that professional learning stays anchored in **aspirational student learning**
- Envisioning and articulating success
- Shifting culture/mindsets
- Shifting from the notion of one off professional development to sustained professional learning within schools
- Some struggle with the discipline of a coaching conversation
- Ability of coach to deal with surfacing emotions particularly in group situations
- Time oriented –generally we have only an hour with a team

Some of the challenges ahead

[New Page](#)[Recent Changes](#)[Manage Wiki](#) [DAY 1 Resources](#)[September Days 1 and 2.pptx](#)[DAY 2 Resources](#)[DAY 3 Resources](#)[Day 3 Strengthening Our](#)[Professional Learning](#)[Communities.ppt](#)

[ST JOSEPH'S BORONIA](#)[1st year review cycle](#)[2011 AAP Focus](#)[Whole school inquiry](#)[How will we build oral competency](#)[in order to empower our students?](#)

Dear Colleagues,

Welcome to the *Strengthening Our Professional Learning Communities* project and our online learning environment.

This wiki space will provide our group with support and continued opportunities for discussion and reflection over the next 18 months.

Once you register, you will have full editing privileges to co-create our collective online learning environment.

Goals:

1. Anchor professional learning with a strategic learning focus
2. Situate coaching within an overall approach to whole school change
3. Understand parallel leadership roles of school and teacher leaders
4. Understand effective adult and professional learning and what this means for developing teacher

leaders

How to use this space

- Add to your own school page and let others know what you are trying
- Access and share Resources
- Start a discussion
- Post some reflections and feedback on the project

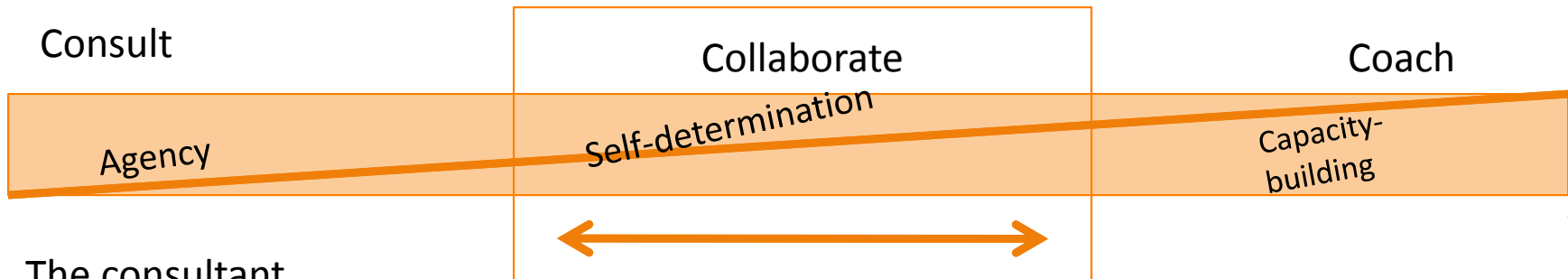
We would recommend that you click on the 'notify me' tab above, then click 'visit space-wide notification page

Providing online support

Video

- School Improvement Plan is the WHAT
- Coaching provides the HOW to get underway with plan
- Coaching provides ongoing support in plan delivery

The 3 C's



The consultant provides information about professional practice.

In addition, share principles of practice: the why of possible actions and options.

The collaborator offers a shared approach to analysis, problem solving, decision-making and reflection.

Mutual learning, mutual growth, mutual respect.

The coach supports the coaching partner by inquiring, paraphrasing, pausing and probing for possibilities. The ultimate aim is to develop the internal resources of self-coaching for the coaching partner.

'Whilst the link between coaching conversations and student outcomes is tenuous, research indicates that change in leadership and teacher practice will have significant impact on student outcomes. Powerful conversations lead to plans for changed practice.'

THANKYOU