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Conference

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ROBIN FOGARTY & BRIAN PETE

SUNDAY 20 MAY

Session 2

**Teacher Collaboration:
Beginning Professional Conversations**

MELBOURNE

DR ROBIN FOGARTY

Widely known as "the teacher's teacher", Robin Fogarty has taught at all levels from pre-school to university, and has trained educators throughout the world in curriculum, instruction and assessment strategies. She has also served as an administrator, and educational consultant in Europe, America, Asia and Australasia. With a doctorate in curriculum and human resource development, Robin is a widely recognised educational expert who has written and had published a proliferation of educational literature. Furthermore, some of her articles have appeared in Educational Leadership, Phi Delta Kappan, and the Journal of Staff Development.

Robin is known as the teachers' teacher. She brings a wealth of knowledge and passion to all endeavours, and is often complimented on her lively sense of humour and personable ways.



BRIAN PETE

Brian comes from a family of educators: college professors, school superintendents, teachers and teachers of teachers. Through his roles as producer of educational videos, publisher of educational resources, and trainer of teachers and leaders, Brian has a rich background in professional development. He brings both a depth of understanding about effective professional development experiences and a technical know-how for practical implementations.

Brian is currently the lead trainer in a major initiative in Singapore for the TILM Ignite Schools. He brings his humour, wit and charm to all of his professional development sessions.



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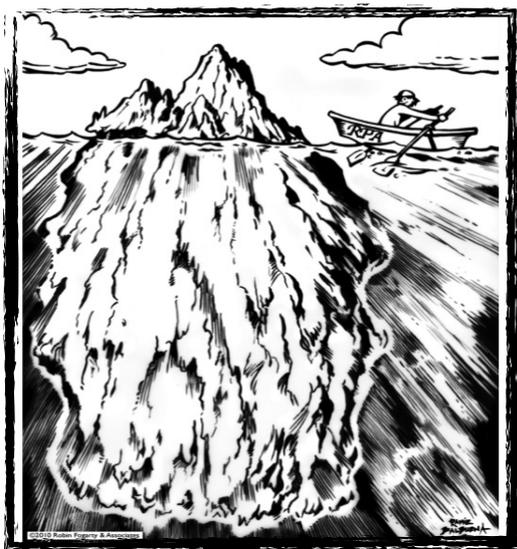
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Robin Fogarty & Brian Pete
Teacher Collaboration:
Beginning Professional Conversations



I think there is
more here than I
can see from where
I'm sitting.

The Three Story Intellect

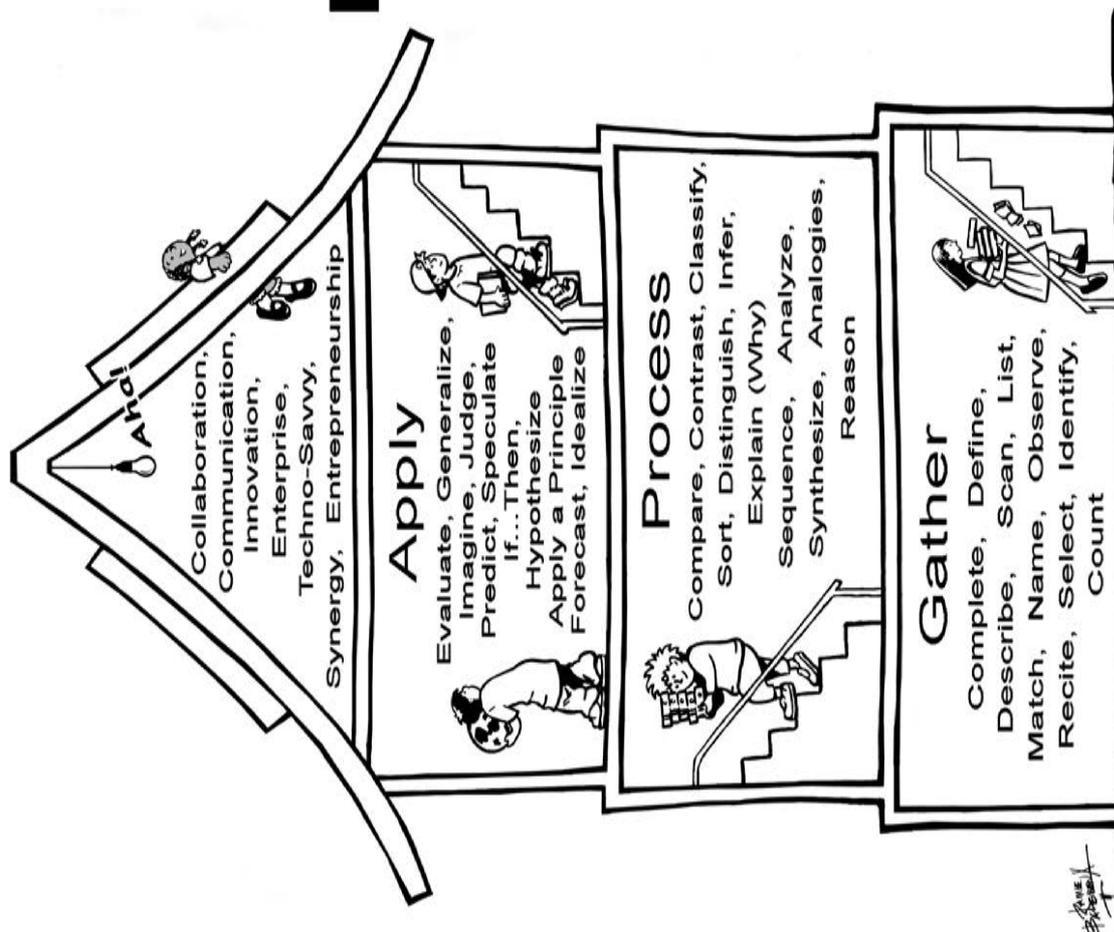
There are one-story intellects, two-story intellects, and three-story intellects with skylights.

All fact collectors who have no aim beyond their facts are one-story minds.

Two-story minds compare, reason, generalize, using the labor of fact collectors as their own.

Three-story minds idealize, imagine, predict, their best illumination comes from above, through the skylight.

Oliver Wendall Holmes
Adapted from the poem, At the Breakfast Table



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ROBIN FOGARTY

Thinking About Your Thinking Stem Sentences

Learning to become metacognitively aware of one's actions, thoughts, words, and deeds, as well as one's behaviors, habits, attitudes, and aptitudes, depends on the effectiveness of an individual's power of insight into himself or herself. It also depends on one's integrity to be entirely candid about what is obvious, and the ability to find the inspiration to proceed. This takes a healthy, mentally aware, and highly motivated person. It takes effort and effectiveness to hone this set of skills. It is about becoming a self-realized learner. It is a process that teachers can help students develop with reflective strategies and grow an awareness of self and the control measures to take when change is indicated.

The set of stem statements or reflective questions prompt students and students working in small groups to think about their learning: what went well and what might need a change, and so on. These metacognitive skills are embedded in the strategies that students learn to use. This listing is partial, but these are appropriate for K–12 and adults to get them in the reflective mind set for self-awareness, self-improvement, and self-appraisal.

Of course all skillfulness in knowing ones self leads to more powerful learning and a true sense of student agency.

Mr. Parnes's Questions:

How does this connect? How will you use it?

Mrs. Potter's Questions:

What was the goal? What went well? What will you change next time?

Ms. Poindexter's Questions:

When did you get stuck? How did you get unstuck?

What? So What? Now What?

What Data? So What? Infer: Now What? Act.

Aha! Oh, No!

Aha! What was striking? Oh no! What are the implications?

PMI:

Plus? Minus? Interesting?

3-2-1:

3 Recalls, 2 Questions, 1 Take Away

Dial 4-1-1 Information:

4 Agreements, 1 Disagreement, 1 Application

Yellow Brick Road:

Under Construction, Rocky Road, Yellow Brick Road, Highway to Heaven

Tiny Transfer Book:

Take Away 1, 2, 3, 4, 5, 6

Give One, Take One:

Partners Give 1 Idea, Take 1 Idea

That's a Good Idea:

"That's a good idea because . . ."

One-Minute Write:

Write for one minute, count words, repeat and compare data

Source: J. Bellanca, R. Fogarty, & B. Pete (2012). How to Teach Thinking Skills: 7 Student Proficiencies of the New National Standards. Bloomington IN: Solution Tree Press

Four Roles of the Coach

As teacher/coaches differentiate and personalize to develop expertise in students, they naturally step into the coaching role that is most needed with each student. Teachers usually select from postures to instruct, or to encourage, or to empower and of course, to inspire the student (Fogarty and Pete, 2017), as they tailor their coaching to the situational concerns. This is what an expert teacher /coach does to provide the goal of effective, personalized coaching and feedback for personal growth. These are well-known roles that are intermittently embraced by teacher/coaches in varied circumstances. The four roles are reprised briefly to foster deeper understanding about and authentic differentiation among the four.

Instruct well, with the end in mind

Encourage improvement with formative assessments

Empower with feedback for responsible action

Inspire with unstoppable passion and belief in the talent

Instruct - Teach -

From verbal input, to modeling and demonstration to provide comprehensive instruction about how to perform a skill, or understand the nuance in the movement or the math or writing exercise, the expert instructs the new, developing students, as well as high performing talents. It is the teaching/coaching role that experts assume when they describe, explain, demonstrate and coach practices with immediate feedback to adjust, reframe, strengthen a skill. It is how students to learn and practice the new behaviors. This is the role that brings to bear all the experience and expertise one has in order to instill the learning in ways that students can implement them in their actual performances. This process requires deep knowledge of the skills, as well as authentic know-how to work with this intensity.

“Notice how these are similar and different from what we have been doing.”

“Take a look at the requirements and think about your own strength and what areas might be challenging for you.”

“Go ahead and try this strategy, and let’s see how it goes.”

“Don’t worry about perfect execution. This is new. We will take it one step at a time.”

Encourage - Cheer

Encouragement means many things, but essentially, it focuses on being positive, cheerful and helpful to the student(s) being served. Kind words, compliments, genuine praise, exclamations, acknowledgements, recognition and collegial comments are the nourishment that students often need and always want. Knowing that students want to please and they hunger for supporting feedback is often sensed by the teacher/coach and it is when the role of encouragement comes in. The cheerleader role is not to be understated or underestimated in its effect, as it is critical to have genuine, specific encouraging feedback for learners working their best.

“Way to go! You seem on top of the day today.”

“It’s amazing how you handled the complexity of the problem.”

“You seem to fit in nicely here.”

“Wow, you’ve already established a good, solid routine.”

“I know you can do this. Give it your best and you’ll be fine.”

At the same time, teachers need to be aware that for every student who is praised in public, many others are listening and feeling neglected or inadequate. They must look for opportunities to authentically praise every student.

Empower - Let Go

Empowering others calls for a highly confident, self-assured leader because empowering others only happens when one gives away the power to another. The teacher/coach must stand back and allow the student to take the reins, completely, trusting that he/she is more than capable of handling the challenge. Empowerment is akin to Vygotsky’s (1981) Zone of Proximal Development (ZPD). It is the gradual release of responsibility realized. It’s time to let go and believe that the person is ready, willing and able to pull it off. Much like empowering a teenager to take that first drive out of the driveway, the novice is eager to try it entirely on his/her own.

“I know how much you have studied this, and I feel sure that this is a great next step for you.”

“I know you have the wherewithal to take this on.”

“I have the utmost confidence in you and am proud of the amazing strides you’ve made.”

“You have been a pleasure to coach and I feel like this will enhance your personal learning in this area.”

Inspire - Whisper

To inspire another is more than happenstance although sometimes, that is how it happens without even knowing that it did. But, an inspired conversation, a gesture of trust and a mention of advancement, a hint of a rareness noticed, these are the remarks, or nuanced stories that someone comments on. It could be a teacher, a parent, a peer, a neighbor, an acquaintance or even a sibling or cousin who sees some unusual talent or skill in someone, and that mere mention could light a spark that may burn forever. It is sometimes an authentic, sincerely stated observation that says it all and that remark stays with the talent and inadvertently or quite intentionally may shape decisions and forge pathways to a future vision.

“You have an unusually adept sense of color and tone and texture. I can see you becoming quite the designer if you keep this up.”

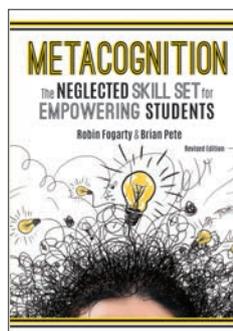
“Have you ever thought about a leadership role? Perhaps you might think about getting your certification for a principal position.”

“I have never seen such empathy for these students who have had so many disappointments in their short school careers. You have what it takes to inspire them, that’s for sure.”

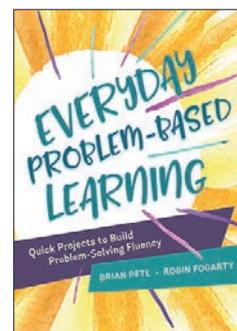
With these simple examples providing an introductory spectrum of ongoing, on the point assessments that instruct, encourage, empower and even inspire, it is the perfect transition to a more formal discussion about formative assessment and its major role in developing expertise, talent and proficiencies in students at all levels, and in myriad venues. First, it warrants a look at the research on formative assessment.

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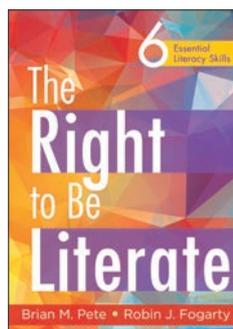
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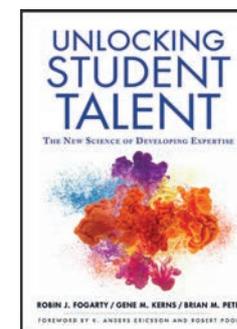
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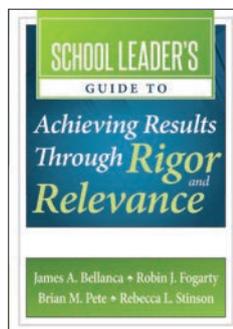
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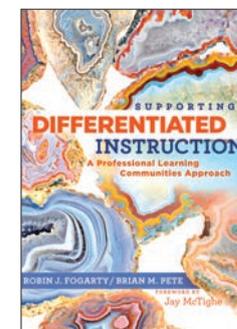
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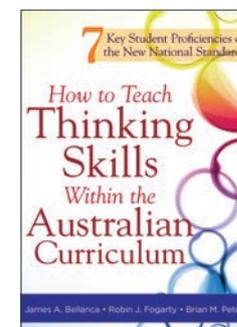
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