Peer Coaching: Facilitating Teachers’ Professional Development
Session Outline

1. Understanding Peer Coaching
2. Peer Coaching in Nan Chiau High School (NCHS)
3. Use of Protocols and Forms in Peer Coaching
4. Examples of Peer Coaching in NCHS
5. Question and Answer
Materials

– Handouts
  • ‘Pre-coaching Phase: Planning’ form
  • ‘Peer Coaching Lesson Observation’ form
– Singapore Teaching Practice (extracts)
– Blank paper for note-taking
Buzz Time!

With an elbow partner,

• share what ‘mentoring’ and ‘coaching’ mean to you, and

• share some differences between ‘mentoring’ and ‘coaching’.
Some Differences between Mentoring and Coaching

<table>
<thead>
<tr>
<th>Mentoring</th>
<th>Coaching</th>
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<tbody>
<tr>
<td>– A long-term relationship</td>
<td>– A short-term relationship</td>
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<tr>
<td>– Covers a wide range of areas for improvement</td>
<td>– Focuses on a specific area for improvement</td>
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Peer Coaching

- Is developmental and not evaluative
- Focuses on the teacher as a learner
- Builds upon a trusting relationship between teachers
- Engages them in learning collaboratively and professionally
- Is an interactive process between two or more teachers who work together to reflect on current practices
Rationale for Peer Coaching in NCHS

– A school-wide teaching and learning approach known as the Concept-based Approach (CBA) was adopted in 2015. (Erickson, 2014)

– To encourage ‘learning from within’
Professional Learning Circle
- Teachers within the department are divided into teams by teaching subject or level.
- Each team has four to six members (two to three pairs).
- A protocol (adapted from Collaborative Inquiry) will be used to guide professional discussions and learning.
- A reflection form must be completed at the end of each cycle.
Peer Coaching

One cycle (comprising three phases) per semester

**Pre-coaching phase:** Identify ONE or TWO skill(s) to focus on.

Plan (Pre-coaching) → Implement (Coaching) → Evaluate (Post-coaching)
Peer Coaching

Coaching phase

- Through **brainstorming discussions** and translating ideas into classroom teaching *(lesson plan as a form of evidence)*
- Through (repeated) **lesson observations** to gather evidence of teacher acquiring, demonstrating or deepening the identified skill
- Through **feedback** given by other teacher observers
Peer Coaching

**Post-coaching phase:** Evaluate and reflect.

- What has gone well? How do we know?
- Have we acquired or deepened the identified skill? How do we know?
Hands-on Activity

With your elbow partner,

• Refer to the handout ‘Pre-coaching Phase: Planning’ and the STP.

• Begin your group discussion following the instructions on the handout (steps 1 and 3 only).
Hands-on Activity

- Watch the videos and write down your observations on the ‘Peer Coaching Lesson Observation’ form.
Examples of Peer Coaching in NCHS

After watching the videos, consider

• which aspects of peer coaching can be implemented in your department/school, and

• the challenges you may face in implementing peer coaching in your department/school.
Peer Coaching in NCHS in 2019 and Beyond...

- Greater emphasis on acquiring or deepening identified skill (instead of fine-tuning lesson plans).
- Greater relevance to CBA.
- Pilot study on the effect of peer coaching on students’ learning outcomes.
Question and Answer