

Assignment 3: Coaching Journal

Outline of coaching process

This was always going to be a very difficult process given the time of year. In the international school community, teachers come from all over the world and the summer vacation is often referred to as the “Exodus” from Atlanta. AIS faculty of 144 members, come from over 28 different countries. (“Atlanta International School Faculty Snapshot”, 2013) and leave to return to these home countries over the summer vacation. Having reached out to a local American faculty member, it was perceived that availability would be higher for individual coaching. But previous family commitments and vacation plans for this member of faculty made individual coaching sessions challenging. Add in that the author of this paper is employed by International Baccalaureate (IB) during the summer vacation to design, prepare and deliver workshops in various Middle Years Programme (MYP) levels to teachers across The Americas – there was always going to be some logistical issues. However, of the three meetings that were managed, there was a degree of progress made in terms of the needs statement cited in the Individual Teacher Technology Assessment that laid a foundation for continued coaching when school returns for the next school year on August 7th, 2013.

Journal Entry 1

Date of Meeting: Friday 5th July using Skype Conference

Duration: 35 minutes

Aims and objectives of meeting:

- A look at Unit 1 – Geography / History integrated unit on Migration and the North Atlantic Slave Trade and how this is introduced using a “flipped classroom” model to the students to consider the MYP Key Concept of Change.
- The use of TED-Ed and a walk through how Nancy S can build her flipped classroom resources through this website
- Suggestions in strengthening this unit of work in historical content and context using the new Global Contexts models for teaching and learning in the MYP.

These aims and objectives were set before the meeting in a discussion on email concerning point three of the needs statement that was shared with Nancy S. While iMovie was one of those goals, Nancy shared that she was still nervous about this particular realm of technology, therefore wished to recruit a simpler method for engagement. Having given this request consideration, TED-Ed was used as part of our discussion to get the students thinking about how these kind of learning activities motivate their learning of the content and how they could use them as a vehicle. There was agreement that both parties would seek the assistance of the Middle School Instructional Technology Teacher on return to school to up-skill in the use of iMovie.

To tease out this latter issue, I had to “read between the lines” of the email – it would seem that Nancy S was nervous about the use of iMovie with the students. I used three of the questions during our Skype conference from *Understanding our Audience* from (Knight 2007) to better ascertain her degree of comfort ongoing. These were:

1. What are your most pressing concerns?
2. What do you know about this topic?
3. What are your learning preferences?

Nancy S most pressing concern about the use of iMovie was her base knowledge as to how to record and to edit the final product. She did not feel comfortable enough doing this and that “the students know way more than I do” (N Sainvil, personal communication, July 5, 2013). She seemed nervous on the Skype and seemed to want to let go of her control in this situation. After some discussion about how we would introduce the unit using the [TED-Ed flip](#), which I walked her through, it was agreed that in the spirit of reciprocal coaching, both educators would seek assistance from the instructional technology faculty on return to school. Using the TED-Ed flip would engage and enthuse the students to learning – thus the faculty involved would be motivated to try the method of creating the movie that they were watching to learn from.

Nancy S is deeply knowledgeable about the topic of Triangular Trade and the Atlantic Slave Trade and has taught this before. In the reciprocal sense, the meeting took a new turn as Nancy S contributed new content for consideration and new approaches to teaching and learning this topic. She shared an online game that she thought might also engage the students in decision-making given the role of a slave using a source on Common Sense Media. The game “Mission US – The Fight for Freedom” (Common Sense Media, 2013) walks the student through a series of decision-making tasks that might make their enslavement worse or better. The game was reviewed during our conference and was felt to be an appropriate learning tool for this unit of work.

It was agreed that this unit of work would benefit from looking at the Global Contexts to be Fairness and development especially looking at rights, law, civic responsibility and public sphere as this introduces the Supreme Court Case where John Quincy Adam’s argues for the freedom of the slaves on board “La Amistad”

The collaboration ended with agreement to meet further one week from that point and to focus on imbedding International Mindedness into this unit of work through the Geographical teaching and learning side of the subject core.

Reflection

This meeting seemed to go well and having clear outlined goals worked well in terms of discussing perceived difficulties and solutions for both parties. Being respectful of the fact that this was in the middle of Nancy S’ vacation time, it was desirable to insure that the meeting hit the objectives set over email and that meeting outcomes were well established. Some reading was assigned prior to the next meeting concerning how International Mindedness sits in the MYP and in IB in general.

Journal Entry 2

Date of Meeting: Friday 12th July using Skype Conference

Duration: 10 minutes

Aims and objectives of meeting:

- Coaching on embedding CRP through the IB Framework of International Mindedness into classes

It was clear from the outset that Nancy S was not focused on our meeting. In the middle of a family vacation, she had been unable to touch base with the essential reading that needed to be done thus curtailing conversation on the essential aims and objectives of the meeting. She was apologetic – and recalling what Lynn Barnes (Knight 2007) articulated in terms teacher time being valuable; “Their time is valuable, and when you show them that you understand that, that’s important to the relationship,” the author of this paper empathized with her given that the conference was during lunch between teaching classes and that we would endeavor to re-schedule. However, she is now traveling outside of the country unexpectedly for a week and will not be able to collaborate until 22nd of July 2013.

Reflection

Forcing a conversation where there has been no background or engaged reading on the topic would not have fostered positive change or relationship building in this case. It was also clear that her schedule in the next few weeks was going to weaken the relationship and therefore it was decided to continue when she is able to return to fully engage closer to the restart of school.

Conclusion

The author of this paper has coached fifty teachers from the period of Monday June 8th, 2013 to Saturday June 13th, 2013 during an IB Category 2 Workshop on Delivering the MYP. I created a Google Site (Category 2 Humanities) to guide the participants and to coach those that needed additional assistance in the workshop from the pre-workshop form (Google Form) that was sent out to assess their level of knowledge of MYP and the operational functions of the framework prior to the workshop onsite in Austin, TX. There was also an opportunity to deliver the one-hour workshop on using Google Sites to a workshop leader humanities teacher using this tool to teach this class in Dallas and Houston, TX in late July, 2013. Therefore, while explicit coaching was not taking place in order to practice some of the techniques afforded in the module, there was certainly opportunities to extend coaching to other teachers.

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