Shadow a Coach: A behind the scenes look at the Taroona Primary School coaching and mentoring model in action

We are:
Hilary Purdie & Danielle Bresnehan
Taroona Primary School

- 390 students  K-6
- 27 teaching staff
- Established suburb
- Adjacent to Taroona High School
- 2013 1:1 iPad program
Session Overview

■ Developing the TPS Coaching and Mentoring Model

■ Snapshots of Practice:
  - ECE
  - Middle Years
  - Upper Primary
Eight Steps To Successful Change
- John Kotter

1. Institutionalise the change
2. Consolidate & build on the gains
3. Create short term wins
4. Empower people to act on the vision
5. Communicate the vision
6. Develop a clear shared vision
7. Create a guiding coalition
8. Establish a sense of urgency

STRATEGIC ACTIONS

- Establish a sense of urgency
- CREATE A GUIDING COALITION
- DEVELOP A SHARED VISION
- Communicate the vision
- Empower people to act on the vision
- Create short term wins

INNOVATION ADOPTION LIFECYCLE
Everett Rogers
# Timeline

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 2016</td>
<td>Grant announced</td>
</tr>
<tr>
<td>Term 2 2017</td>
<td>Concept framed</td>
</tr>
<tr>
<td>Term 3 2017</td>
<td>Call for coaches</td>
</tr>
<tr>
<td>Term 4 2017</td>
<td>CSER MOOC introduction</td>
</tr>
<tr>
<td>Nov 2017</td>
<td>4 x PL days for coaches</td>
</tr>
<tr>
<td>Dec 2017</td>
<td>Amplify STEM &amp; community connections</td>
</tr>
<tr>
<td>Term 1 2018</td>
<td>Development of release model</td>
</tr>
<tr>
<td>Term 2 2018</td>
<td>Co-planning and co-teaching implemented</td>
</tr>
<tr>
<td></td>
<td>Materials purchased</td>
</tr>
<tr>
<td>Term 3 2018</td>
<td>Gradual release to grade teams</td>
</tr>
</tbody>
</table>
Digital Competence and Computational Thinking
Practical ideas for promoting Computational Thinking across the curriculum

**Digital Technologies: Sequence of content F-10 Strand: Knowledge and understanding**

<table>
<thead>
<tr>
<th>F-2</th>
<th>3-4</th>
<th>5-6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Digital systems</td>
<td>Recognise and explore digital systems (hardware and software components) for a purpose (ACTUK030)</td>
<td>Identify and explore a range of digital systems with peripheral devices for different purposes, and transmit different types of data (ACTUK090)</td>
</tr>
<tr>
<td>Representation of data</td>
<td>Recognise and explore patterns in data and represent data as pictures, symbols and diagrams (ACTDK009)</td>
<td>Recognise different types of data and explore how the same data can be represented in different ways (ACTDK010)</td>
</tr>
</tbody>
</table>

**Digital Technologies: Sequence of content F-10 Strand: Processes and production skills**

<table>
<thead>
<tr>
<th>F-2</th>
<th>3-4</th>
<th>5-6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collecting, managing and analysing data</td>
<td>Collect, explore and sort data, and use digital systems to present the data creatively (ACTDP003)</td>
<td>Collect, access and present different types of data using simple software to create information and solve problems (ACTDP009)</td>
</tr>
</tbody>
</table>
We aspire to align and enhance our current work with the digital technologies curriculum.

- **Staff and students are demonstrating the application of the unique set of digital technologies, knowledge, language and skills.**
- **Students are designing digital solutions to authentic problems.**
- **Staff, students and community are collaborating ~ students leading the learning.**
UNIT TITLE:

CURRICULUM LINKS

<table>
<thead>
<tr>
<th>Curriculum Areas:</th>
<th>Band/Year Level:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aspects of the Achievement Standard:</td>
<td></td>
</tr>
<tr>
<td>▪</td>
<td></td>
</tr>
<tr>
<td>Content Descriptors:</td>
<td></td>
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<tr>
<td>▪</td>
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<tr>
<td>General Capabilities:</td>
<td></td>
</tr>
<tr>
<td>▪</td>
<td></td>
</tr>
</tbody>
</table>

LEARNING GOALS

Learners will:
▪ Know
▪ Understand
▪ Do

LEARNING SEQUENCE

Key learning experiences:
Snapshots of Practice

■ Early Years
■ Middle Years
■ Upper Primary
Google Earth’s Incredible 3D Imagery, Explained

We’re Going on a Bear Hunt Algorithm Activity

![Algorithm Activity](image)

![Children working](image)
Understanding Change in an Organization

- Pragmatic: Wants anecdotal evidence
- Waits to hear good anecdotes
- Willing to take risk on change
- Conservative: Wants to see; Hold on
- Skeptic: No Way

Categories:
- Change Initiator
- Early Adopters
- Early Majority
- Late Majority
- Laggards
Computational thinking

Thinking about problems in a way that allows computers to solve them. Computational thinking is something people do, not computers. It includes logical thinking and the ability to recognise patterns, think with algorithms, decompose a problem, and abstract a problem.
<table>
<thead>
<tr>
<th>ABOUT (WHAT)</th>
<th>TO (HOW)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internet</td>
<td>Connect new ideas to what I already know</td>
</tr>
<tr>
<td>Computer networks</td>
<td>Use strategies to solve a problem</td>
</tr>
<tr>
<td>Write simple algorithms</td>
<td>Refine our thinking</td>
</tr>
<tr>
<td>Write instructions for computers</td>
<td>Use logic to solve a problem</td>
</tr>
<tr>
<td>Coding a sprite</td>
<td>Make a plan Use a plan</td>
</tr>
</tbody>
</table>
10th August  Friday

1. Walk to other side and touch the wall (yellow + blue)
2. Walk to other side, then walk back to start (yellow + blue)
3. Walk to other side, walk back to middle, jump up (yellow + blue)
4. Everything in 3 and say Yippee! (yellow, blue and purple)
5. Everything in 3 - repeat forever (yellow, blue, purple and red)
Copyright

How can I make responsible choices when I use other people's creative work?

Creative Commons

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We aspire to align and enhance our current work with the digital technologies curriculum.

- Staff, students, and the community are developing solutions to authentic problems.
- Staff and students are collaborating in the development of the next generation of digital technologies, knowledge, theories, and skills.
- Students are leading the learning.
Contacts

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- Danielle.Bresnehan@education.tas.gov.au
Thank you to our Supporters.....