

SUN Reflection Conversation

(Adapted by Matt Sexton, 2019, from Graham and Peavey, 2008)

This protocol can be useful when you are engaging in coaching conversations as a mathematics leader with your colleagues. This protocol can be used after a professional learning opportunity such as a maths demonstration lesson, a maths co-teaching experience, or a peer observation where you observed your colleague teach a mathematics lesson.

It is important that you not only focus on the general teaching practices/pedagogy. As a maths leader, you really need to highlight those practices, teaching strategies, and pedagogical actions that are specific to teaching mathematics (MPCK – mathematics pedagogical content knowledge). It is also important that you address aspects of mathematics content knowledge (MCK) that was highlighted in the maths lesson.

The questioning prompts act as a guide for you as the maths leader, as you lead this reflective conversation. You do not ask all questions in one conversation. Too many questions in a coaching conversation takes the focus away from your colleague, and it can be too overwhelming for them.

It is best to take notes *after* the conversation, as a memo for you in your follow up with your colleague. This protocol is best used with teachers in a one-on-one situation, but it might be used with a group of teachers. Each conversation should last for about 15 to 20 minutes. More time would be needed for a group reflective conversation.

SUMMARISING

Allow your colleague some time to recall key aspects of the shared experience (i.e., demonstration lesson, co-teaching, or peer observation). This might be an aspect of the lesson that went to plan. It might be an unexpected event in the lesson or critical incident that left an impression.

Questioning prompts:

- *What did you notice about the student learning? What did the students learn today?*
- *How does it compare with what we/you planned?*
- *What struck you as an important aspect of that maths lesson today?*
- *What was this lesson about in terms of the mathematical focus, and what would you say about the students learning that maths?*
- *How do you think that the learning intention/maths focus was worked on today during that maths lesson?*
- *What was a critical part of that lesson for you in terms of student learning or the teaching?*
- *What was one important pedagogical action that you noticed which brought on student learning or interesting responses from the students?*
- *On what, were you able to collect some data about student learning and understanding?*
- *What was an aspect of that event that made an impression on you?*

UNPACKING

In this phase, try to draw out from your colleague the reasons behind what happened. Invite self-evaluation and use specific examples from the teaching and evidence from the students' maths learning during the lesson.

If there has been some agreed observation, such as a pedagogical focus, hand over any data/evidence (notes, specific student work samples) collected to your colleague. Be mindful that

your notes are not judgmental in any way, and your comments about student work samples are framed in positive ways.

Ask questions that probe for specificity to avoid generalisation or inquire to broaden thinking in order to support your colleague in reaching a deeper understanding of the focus of the conversation.

You will situate the conversation in your evidence and not in your own personal opinion as the maths leader. This is not a time for you to give your personal opinion or make your colleague agree with your interpretation of the shared professional learning experience.

Questioning prompts:

- *What was a key moment/critical incident in that maths lesson for you? What was a critical incident for the students in that maths lesson?*
- *What might have impacted on the student learning today?*
- *How might you interpret this work sample from (child's name)?*
- *How might we interpret what (child's name) said?*
- *What might have been going on for (student name)? What are they connecting with? What could be further developed?*
- *Specifically, what brought on that response from the student? What was the teacher action that brought on that response?*
- *Specifically, what brought on that response from the teacher? What was the student action that brought on that response?*
- *What were some aspects that were more successful than others, and why is that?*
- *As we look at the work samples, what might be some of your conclusions about the student maths learning and for future maths teaching?*
- *What were some of the trends that seem to be emerging from the work samples? What might we work on next?*
- *What Numeracy Learning Progressions were enacted by the students in this lesson as evidenced by the work samples and/or observation data?*

NEW LEARNING AND DIRECTION SETTING

As this point, the intention is to draw out the professional learning for your colleague using the points discussed during the conversation. From these main points, you and your colleague can set a professional learning goal and set action to achieve that goal. This is also a good time for you to generate some data for yourself in terms of what you might need to provide next as a means of influencing knowledge, practices, and/or dispositions for maths teaching and learning.

Questioning prompts:

- *What might be new understandings for you about mathematics teaching and learning that have come out of this experience?*
- *What new maths knowledge have you connected with?*
- *What new maths teaching practice might you consider taking up and trialling?*
- *What new pedagogical action could you start using when teaching maths as a result of this experience?*
- *As you consider today, what ways forward might be beneficial for you to be more effective in your maths teaching?*
- *How might I support you as your maths leader in your achievement of this new focus/goal?*
- *What could be a professional learning goal for you in terms of mathematics teaching?*
- *Why is this goal important to you?*