

# Coaching Teachers in Effective Instruction



Every  
child,  
every  
opportunity

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# Introduction

*Coaching Teachers in Effective Instruction* has been designed to define the role of coaches within the school improvement agenda and guide the professional growth of Victorian coaches.

While coaching will not be new to many Victorian schools, over the last three years it has become a key feature of the Department's approach to teacher professional learning. In 2007, 45 Literacy Coaches were employed to work in identified schools to improve teachers' literacy instruction. In 2008 a further 200 Teaching and Learning Coaches were employed to focus on supporting mathematics and science instruction. In 2009, 15 Koorie Literacy coaches were employed, with a particular focus on supporting literacy learning for Koorie students. Independent evaluations indicate that these coaches have impacted positively on student learning and are valued by teachers and principals.

Coaches are primarily concerned with improving learning outcomes for all students, regardless of their location, background or socioeconomic status. Coaches focus on developing teachers as effective independent practitioners who contribute to high performing school communities.

Coaching is a highly effective form of professional learning. The support a coach provides is targeted for individual teachers and takes into account the school, community and classroom context in which teachers are working. Coaches provide planned and ongoing point-of-need support, guiding and assisting teachers to progress in their professional learning to build their own capacity.

The work of coaches is necessarily complex and multifaceted. Coaches require a strong understanding of system, regional, network and school contexts, and provide targeted support for teachers within these contexts. Coaches contribute to the broader school improvement agenda by working with school leadership teams to ensure practices and strategies to enrich teaching and learning will be sustained beyond their time at the school.

...the most efficient and effective way to improve teachers' knowledge base, analytical skills, and expertise is through one-to-one coaching that is informed and based on students' behaviours.

– Carol Lyons, 2002, p93

A literacy coach is one who helps teachers to recognise what they know and can do, assists teachers as they strengthen their ability to make more effective use of what they know and do, and supports teachers as they learn more and do more.

– Cathy Toll, 2005, p4



To build teacher capacity, coaches require strong disciplinary and pedagogical content knowledge, including knowledge of effective planning, assessment and instruction strategies. Coaches model lifelong learning in their focus on self development as well as the development of others. They support adult learning by challenging beliefs, guiding exploration and supporting trial and refinement of new practices. Coaches aim to develop strong professional relationships that enable risk taking and ensure rich learning experiences.

*Coaching Teachers in Effective Instruction* brings together these different aspects of the coaching role, describing the key elements of coach practice and identifying a developmental progression for professional growth.

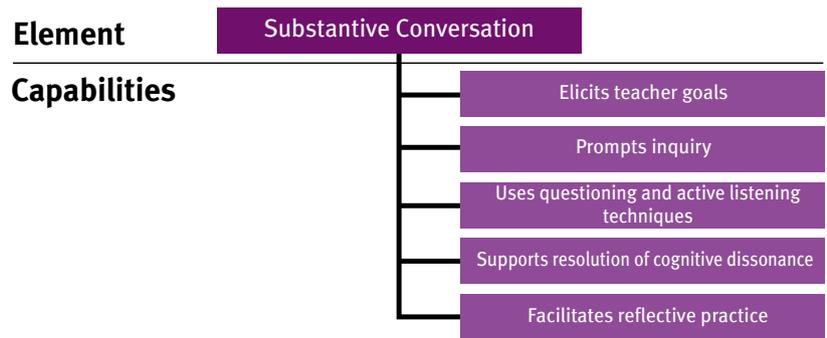
# Structure

*Coaching Teachers in Effective Instruction* identifies six core elements of coaches' work, drawn from research and developed in consultation with experienced Victorian coaches, regional personnel and national and international experts in the field. The six elements are:

- Professional Relationships
- Data and Evidence
- Substantive Conversation
- Purposeful Instruction
- School Improvement
- Self Development



Within each element, core capabilities are defined. These capabilities represent the learnable skills and understandings that coaches develop and refine over their coaching careers. For example, the Substantive Conversation element has five associated capabilities:



Coach proficiency is captured in four developmental levels. These levels articulate coach performance within each element and enable coaches to identify future directions for improvement and growth. The levels are aspirational, with Level 1 setting high expectations for the minimum capacity of coaches working within Victorian schools.

Within the proficiency levels, two broad themes capture the increasing complexity and challenge inherent in a coach's performance. Firstly, as coaches become more proficient in their role, they broaden their influence beyond individual teachers by supporting professional learning teams, school leadership and whole school communities. Secondly, coaches develop their capacity to support sustainable change, largely through using strategies that support a gradual release of responsibility.

# Developing Coaching Capabilities



*Coaching Teachers in Effective Instruction* provides a means for coaches to self assess their own performance and to identify areas for growth. It demonstrates a developmental trajectory for improvement and supports coaches to set challenging goals for their own professional development.

The elements are integrated and interdependent, and coaches will typically demonstrate aspects of all elements over the course of a day. However, they will not necessarily spend the same amount of time working in each element and the relative emphasis on each element will vary over their time at a school.

*Coaching Teachers in Effective Instruction* also provides a rich description of the coaching role for prospective coaches. The first proficiency level provides an outline of the desired entry level practice for beginning coaches. Classroom teachers interested in coaching can begin to develop these skills in their interactions with other staff within their own school contexts.

Lastly, *Coaching Teachers in Effective Instruction* can be used to develop a shared language to discuss coaching within and across Victorian schools, networks and regions. The six elements provide a structure to reflect on areas of strength and to identify areas for improvement.

# Elements & Capabilities



## Professional Relationships

Coaches foster professional relationships with and between teachers and leaders. Using contextual knowledge, coaches develop and maintain partnerships based on mutual trust and respect to enable collaborative relationships. Coaches support all stakeholders to review their roles and responsibilities regularly as coaching relationships develop. They promote shared accountability between all stakeholders.

- Promotes mutual respect and trust
- Promotes accountability

## Data and Evidence

Coaches support teachers and leadership teams to develop assessment schedules and use a range of assessment tools and strategies to gather qualitative and quantitative data over time. They support teachers and leaders to interrogate whole school, year level, cohort and individual student data and select evidence to describe students' capabilities. Coaches support teachers and leaders to use collected evidence around student learning, as well as discipline and pedagogical content knowledge, to investigate and refine practice.

- Facilitates collection of data
- Identifies evidence
- Supports evidence-informed decision making

## Substantive Conversation

Coaches use listening and questioning techniques to prompt teacher inquiry and problem solving. They work with teachers and teams to identify the focus for each coaching cycle. Through structured conversation, coaches support teachers to use evidence to reflect on student learning and explore problems of practice from multiple perspectives. Coaches provide additional information, including theory and research, to facilitate further teacher learning and assist teachers to locate information and



resources independently. They guide teachers to use evidence to identify the strengths and challenges in current practices and explore options for continual improvement.

- Elicits teacher goals
- Prompts inquiry
- Uses questioning and active listening techniques
- Supports resolution of cognitive dissonance
- Facilitates reflective practice

### **Purposeful Instruction**

Coaches support teachers to differentiate their classroom practice through a focus on evidence-informed disciplinary and pedagogical content knowledge. Coaches organise and engage in focused observations of teaching and learning interactions and behaviours and work with teachers or teams of teachers to improve classroom practice. They provide feedback and demonstrate mutually agreed planning or instructional strategies as required. Coaches support teachers to use relevant technologies when developing, trialling, reflecting and refining approaches and strategies independently.

- Supports improved instructional practice across all domains of e<sup>s</sup>
- Supports effective planning for differentiation
- Extends teacher content knowledge

### School Improvement

Coaches work with the leadership team to identify and monitor the role of coaching in addressing the student learning goals of the Annual Implementation Plan. They assist with the interpretation of whole-school assessment data and the identification of subsequent targets. Through building the capacity of professional learning team members, coaches support professional learning teams to investigate and implement exemplary practices that match student learning needs. Coaches promote Department of Education and Early Childhood Development (DEECD) initiatives and resources that support improved student learning.

- Advocates school improvement agenda
- Collaborates with leadership
- Supports professional learning teams

### Self Development

Coaches identify personal strengths and recognise areas for improvement through self, peer and group reflection and feedback. Coaches continually seek to improve their own knowledge and skills through engaging in high quality professional learning. Coaches apply their learning in their daily work and within collegial networks and refine their practice based on evidence and research.

- Reflects on practice
- Strengthens capacity

# Professional Relationships

Coaches foster professional relationships with and between teachers and leaders. Using contextual knowledge, coaches develop and maintain partnerships based on mutual trust and respect to enable collaborative relationships. Coaches support all stakeholders to review their roles and responsibilities regularly as coaching relationships develop. They promote shared accountability between all stakeholders.

- Promotes mutual respect and trust
- Promotes accountability



## Level 1

Coaches identify information about the school context and culture as they build relationships. They articulate prescribed roles and responsibilities, model expected behaviour and adhere to agreed coaching schedules and actions. In their coaching interactions, coaches acknowledge teachers' strengths to build a basis for an open, trusting relationship.

## Level 2

As they build relationships, coaches acknowledge school context and culture. They use protocols and processes to guide coaching interactions. They review roles and responsibilities regularly and demonstrate use of tools and strategies that support teachers to complete agreed actions. Coaches focus on developing a positive working relationship with teachers, particularly assisting teachers to identify their own strengths.

## Level 3

Coaches explore school vision, values and beliefs as they build relationships. They negotiate protocols and processes for coaching interactions and adjust roles and responsibilities in response to teachers' changing needs. Coaches support teacher use of tools and strategies to encourage completion of agreed actions. They facilitate peer support and positive working relationships among teachers through a focus on sharing and acknowledging individual strengths.

## Level 4

Coaches optimise coaching interactions through reference to school vision, values and beliefs. They share responsibility for reinforcing shared norms and facilitate teacher self-evaluation of achievement of planned actions. Coaches facilitate teacher monitoring and evaluation of roles and responsibilities to build teacher self efficacy. They coach for sustainable change by building on individual and collective teacher strengths.

# Data and Evidence



Coaches support teachers and leadership teams to develop assessment schedules and use a range of assessment tools and strategies to gather qualitative and quantitative data over time. They support teachers and leaders to interrogate whole school, year level, cohort and individual student data and select evidence to describe students' capabilities. Coaches support teachers and leaders to use collected evidence around student learning, as well as discipline and pedagogical content knowledge, to investigate and refine practice.

- Facilitates collection of data
- Identifies evidence
- Supports evidence-informed decision making

## Level 1

Coaches support teachers to identify strategies and tools that provide data on student performance and discuss how to collect reliable data. They use these discussions to refine teachers' assessment schedules. Coaches guide the selection of quantitative and qualitative data that illustrates student performance and demonstrate and discuss analysis techniques to investigate this data. In planning for assessment and reporting, the coach guides teachers to identify evidence that supports assessment of achievement against Victorian curriculum frameworks. Coaches also guide teachers to identify the type and nature of the evidence required to inform investigations of practice.

## Level 2

Coaches collaborate with teachers to identify strategies and tools that provide detailed diagnostic data on student capability. They work with teachers to ensure that assessment schedules support reliable data collection for individuals and cohorts. When reviewing assessment data, coaches assist teachers to identify specific data as evidence of individual student capability and support them to identify and conduct analysis techniques to meet specific purposes. Coaches collaborate with teachers to use collected evidence to measure student achievement against Victorian curriculum frameworks and support teachers to use evidence to measure the impact of practice on student learning.

## Level 3

Coaches support teachers to articulate the criteria they use to identify specific assessment strategies and tools to meet an identified purpose. They work with professional learning teams to design cohort assessment schedules that ensure collection of reliable student data. Coaches assist teachers to articulate criteria for selection of data as evidence and to conduct purposeful analysis across multiple data sets. They facilitate independent, evidence informed teacher judgement against Victorian curriculum frameworks and assist teachers to explore key factors determining the impact of their teaching practice on student learning through analysis of evidence.

## Level 4

Coaches develop teachers' capacity to engage in independent critical analysis of assessment strategies and tools to ensure selection of valid, reliable instruments to meet identified needs. They support school leaders to implement whole school assessment schedules and design school structures to ensure the collection of reliable individual student data. In working with teachers, coaches facilitate aggregation and triangulation of valid, reliable evidence from multiple sources to describe individual students' capabilities and support teachers to independently make valid, reliable judgements of student achievement against Victorian curriculum frameworks across the range of student achievement. Coaches facilitate independent, purposeful analysis of a broad range of data to articulate individual students' capabilities and trends across cohorts and develop teachers' capacity to engage in independent use of evidence to investigate and refine practice.

# Substantive Conversation

Coaches use listening and questioning techniques to prompt teacher inquiry and problem solving. They work with teachers and teams to identify the focus for each coaching cycle. Through structured conversation, coaches support teachers to use evidence to reflect on student learning and explore problems of practice from multiple perspectives. Coaches provide additional information, including theory and research, to facilitate further teacher learning and assist teachers to locate information and resources independently. They guide teachers to use evidence to identify the strengths and challenges in current practices and explore options for continual improvement.

- Elicits teacher goals
- Prompts inquiry
- Uses questioning and active listening techniques
- Supports resolution of cognitive dissonance
- Facilitates reflective practice



<p><b>Level 1</b></p>	<p>Coaches use agreed protocols and structured formats to facilitate conversations around teachers' beliefs, priorities and to support goal setting. When planning, they document organisational aspects of their coaching and share this information within the school. Coaches use cue sheets or prepared questions to structure coaching conversations and employ conversational listening and question stems to support teacher talk and responses. Coaches provide evidence to prompt teacher inquiry and, when appropriate, nominate resources and professional readings and suggest alternative strategies and approaches. They initiate discussion of the impact of strategies or approaches on student learning and support teachers to identify changes in their own practice. When reviewing teacher beliefs and priorities, coaches provide examples of evidence that support the focus of the discussion.</p>
<p><b>Level 2</b></p>	<p>Coaches focus conversations on teacher beliefs, priorities and actions within the school context. They also refer to this context when questioning to elicit teacher goals. In their planning, they prepare possible coaching scenarios prior to pre and post observation meetings with teachers. Coaches read and respond to the level of congruence between teacher verbal and nonverbal behaviours and use questioning to open up or limit the direction of coaching conversations. Coaches facilitate opportunities for teachers to examine new practices and strategies and highlight evidence to challenge teacher beliefs and assumptions. They question teacher choice of strategies or approaches and ask teachers to articulate the links between student learning needs and choice of resources. Coaches use evidence to facilitate teacher validation or review of current beliefs, priorities and actions. Through questioning, coaches prompt teachers to reflect on their own learning.</p>
<p><b>Level 3</b></p>	<p>Coaches refine their planned coaching interactions through reflection and teacher feedback. They probe to support teacher clarification around their goals and use school context knowledge to focus the conversation on teacher beliefs, priorities and actions. Coaches assist teachers to identify evidence that prompts inquiry and to explore problems of practice from multiple perspectives. Coaches apply the pause, paraphrase and probe questioning sequence to elicit key information. They promote clarity and precision of teacher thinking and uncover generalisations, deletions and distortions, prompting to elicit deep thinking and to encourage reflective practice. Coaches elicit the criteria and evidence used by teachers to justify instructional decisions and choice of resources. They also use collaborative inquiry as a platform for extending teachers' reflection and review processes.</p>
<p><b>Level 4</b></p>	<p>Coaches analyse data, theory and research to inform their coaching interactions and support teachers to frame inquiry around evidence. They facilitate teachers' analysis of data and support focused research to define long and short term goals, guiding teachers to articulate their beliefs, priorities and actions. They switch between reflective and deep listening and use a variety of signals to demonstrate active listening. They combine this approach with responsive questioning to gain consensus. Coaches use agreed criteria to challenge teachers' initial reactions to new strategies or approaches. Coaches assist teachers to draw on theoretical perspectives when exploring problems of practice. They use a metalanguage to support teachers to connect theory and practice while providing feedback on teachers' interpretation of theory as evidenced by practice. Coaches facilitate teachers' articulation of their own learning based on evidence and support them to translate beliefs and priorities into actions.</p>

# School Improvement

Coaches work with the leadership team to identify and monitor the role of coaching in addressing the student learning goals of the Annual Implementation Plan. They assist with the interpretation of whole-school assessment data and the identification of subsequent targets. Through building the capacity of professional learning team members, coaches support professional learning teams to investigate and implement exemplary practices that match student learning needs. Coaches promote Department of Education and Early Childhood Development (DEECD) initiatives and resources that support improved student learning.

- Advocates school improvement agenda
- Collaborates with leadership
- Supports professional learning teams



<b>Level 1</b>	<p>Coaches meet with the school leadership team regularly around coaching, collaboratively identifying coaching goals consistent with the Annual Implementation Plan. Coaches link teacher goals to the school improvement agenda. They investigate the professional learning needs of the school and discuss building teachers' capacity with school leadership. Coaches demonstrate knowledge and understanding of DEECD resources and provide strategies for data analysis across cohorts within the school.</p>
<b>Level 2</b>	<p>Coaches articulate links between coaching and other DEECD initiatives and resources. In working with the school leadership team, they discuss strategies to increase the impact of coaching. They promote the use of data and goal setting for improvement at class, professional learning team and school levels. Coaches support the identification of professional learning for teachers and promote evidence based discussion of student learning. They facilitate professional learning in response to professional learning team needs and refer to DEECD resources that support teaching and learning.</p>
<b>Level 3</b>	<p>Coaches work with the school leadership team to identify strategies for school improvement and provide strategies to sustain coaching in the school. They facilitate the use of DEECD resources that support learning and teaching, and assist identification of the initiatives and resources that support achievement of school improvement goals. Coaches facilitate the identification of targeted professional learning for teachers and collaborate with the school leadership team to build the capacity of professional learning team leaders. In working with professional learning teams, coaches focus on developing collective responsibility for improved student learning.</p>
<b>Level 4</b>	<p>Coaches collaborate with the school leadership team to monitor school improvement through student learning outcomes. They support the school leadership team to integrate DEECD initiatives to achieve school improvement goals and to ensure coherence in the implementation of various initiatives. Coaches collaborate with the school leadership team to develop a whole-school action plan to build teacher capacity, including implementing strategies and approaches to sustain coaching in the school. In working with professional learning teams, they support selection of DEECD resources for varying contexts. They build the capacity of the team to actively investigate, problem solve and plan actions to address student learning issues.</p>

# Purposeful Instruction

Coaches support teachers to differentiate their classroom practice through a focus on evidence-informed disciplinary and pedagogical content knowledge. Coaches organise and engage in focused observations of teaching and learning interactions and behaviours and work with teachers or teams of teachers to improve classroom practice. They provide feedback and demonstrate mutually agreed planning or instructional strategies as required. Coaches support teachers to use relevant technologies when developing, trialling, reflecting and refining approaches and strategies independently.

- Supports improved instructional practice across all domains of e<sup>5</sup>
- Supports effective planning for differentiation
- Extends teacher content knowledge



<p><b>Level 1</b></p>	<p>Coaches conduct focused observation in the classroom and use structured formats to record observations on agreed foci. When appropriate, they demonstrate targeted strategies across all domains of e<sup>5</sup>. Coaches guide teachers to understand and apply the concept of zone of proximal development when planning for the individual learning needs of students. They assist teachers to determine appropriate instructional strategies and approaches to support individual students' learning of critical skills and concepts. Coaches guide teachers to develop disciplinary knowledge through use of Victorian curriculum frameworks and resources and identify digital resources to support effective planning.</p>
<p><b>Level 2</b></p>	<p>Coaches support teachers to use evidence to identify students operating in similar zones. By observing agreed foci and documenting non-judgemental descriptions of student learning and teacher practice, coaches support teachers to connect identified strategies and approaches to an individual student's level of understanding. They discuss planning and resourcing processes with teachers, focusing on meeting the needs of groups of students in similar zones. Coaches support teachers to extend their disciplinary knowledge by exploring how a big idea develops across different levels of a VELS domain. Coaches co-teach to trial and refine instructional practice as articulated in the teacher's current level of proficiency within e<sup>5</sup>. They demonstrate the use of technology to develop and share curriculum plans.</p>
<p><b>Level 3</b></p>	<p>Coaches observe student learning behaviours and teacher practice and identify possible future coaching foci. They facilitate teacher trialling of practice from higher proficiency levels of e<sup>5</sup>. Coaches assist teachers to name the big ideas that structure a discipline and to identify targeted approaches that support learning of critical skills and concepts. They support teachers to use evidence to describe an individual student's zone of proximal development with reference to a particular aspect of learning and to plan lessons that cater for individual learning needs. Coaches collaborate with teachers to plan learning sequences that include the strategic use of digital resources and tools.</p>
<p><b>Level 4</b></p>	<p>Coaches support teachers to use evidence to describe the zones of proximal development for individual students with reference to multiple aspects of their learning. They assist teachers to design learning sequences that support differentiated learning of critical skills, knowledge and concepts. They facilitate teacher integration of digital resources and tools that support differentiation. Coaches use observations to inform their coaching plans and to support teachers to demonstrate higher proficiency levels in classroom instruction, as described in e<sup>5</sup>. They develop teachers' disciplinary and pedagogical content knowledge by facilitating incorporation of new knowledge into established schema.</p>

# Self Development

Coaches identify personal strengths and recognise areas for improvement through self, peer and group reflection and feedback. Coaches continually seek to improve their own knowledge and skills through engaging in high-quality professional learning. Coaches apply their learning in their daily work and within collegial networks and refine their practice based on evidence and research.

- Reflects on practice
- Strengthens capacity



## Level 1

Coaches structure opportunities to seek feedback and gather evidence around their own learning needs. They determine their professional learning goals and select professional learning opportunities according to identified gaps in their knowledge and practice. They trial new approaches, strategies and tools in their own work context. Coaches participate in regional and network professional learning activities.

## Level 2

Coaches identify system priorities and develop professional learning goals accordingly. They refer to examples and evidence from their coaching practice to monitor their own development. Coaches seek out professional learning opportunities that support achievement of network priorities and apply their learning to scaffold improvement in teacher practice. Coaches contribute to networks or regions by sharing their knowledge, skills and understandings with other coaches.

## Level 3

Coaches identify goals to support system priorities and engage in professional learning that supports achievement of those priorities. They use evidence to review their professional learning goals. Coaches review new approaches, strategies and tools and adapt these for application in different contexts. They contribute to collegiate networks by leading professional learning for other coaches.

## Level 4

Coaches identify success indicators that demonstrate achievement of professional learning goals and align these to system priorities. When reflecting on their coaching they identify causal factors that contribute to improved practice. Coaches ensure the professional learning they engage in is research-based and high quality. They engage in research to develop contextually appropriate regional or network approaches, strategies and tools and structure opportunities for shared development of these practices with other coaches.



# Development & Contributors

*Coaching Teachers in Effective Instruction* was developed through a similar process to that employed by Professor Patrick Griffin for the DEECD *Developmental Learning Framework for School Leaders* and the *e<sup>3</sup> Instructional Model*.

Development began with an analysis of the evaluation findings of the DEECD coaching initiatives and a review of the international and national literature on coaching, particularly literacy and numeracy coaching and cognitive and instructional coaching. The Literacy, Koorie Literacy and Teaching and Learning coaches also contributed to the initial shaping of the document at their July 2009 conference.

In developing *Coaching Teachers in Effective Instruction*, a coach focus group and the regional coaching contacts reviewed the element descriptors and actively contributed to developing the research base and identifying the **capabilities, key performance indicators** and **quality criteria** that underpin the proficiency levels. These groups provided expert practitioner viewpoints and ensured the capabilities were applicable across the range of coaching contexts and captured the core aspects of coaching practice.

The draft document was also presented at the September 2009 coaching conference, where all coaches were provided with an opportunity to review the elements and descriptors and provide their feedback.

A final draft of the elements and capabilities was then provided to a range of Victorian and international critical friends for their feedback.

In addition, a validation survey was completed by 141 coaches. The resulting analysis was used to inform the identification of the **proficiency levels**.



Development was assisted by a number of expert groups. Contributors included the staff of the Learning and Teaching Branch, the Regional Coaching Contacts and the Literacy, Koorie Literacy and Teaching and Learning Coaches from across Victoria. The focus group coaches and critical friends are listed below.

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# Glossary

## Active Listening

Active listening is more than just listening to the words people say (the content). It also involves listening to the feelings and attitudes behind the words. It includes observing the facial features, tone of voice, and body language of the other person and the use of the three Ps of active listening: pause, paraphrase and probe.

## Coaching Cycle

A coaching cycle is a series of actions or events through which the coach and coachee explore a particular topic or issue. Over the coaching relationship, coaches may engage in numerous coaching cycles with the coachee.

## Cognitive Dissonance

Cognitive dissonance refers to the mental conflict that occurs when beliefs or assumptions are contradicted by new information. Mental conflict results in unease or tension and people typically respond in one of the following ways: they reject the new information, persuade themselves that no conflict really exists or reconcile the differences.

## Data and Evidence

Data is directly recorded, often through observation. Not all data represents evidence. Data (and sets of data from multiple sources) that are considered reliable and valid are regarded as evidence.

## Learning Community

Learning communities share common visions, values and objectives. They work collaboratively to enhance the curriculum, teaching strategies and assessment. Learning communities are comprised of individuals with diverse expertise and knowledge.

## Metalanguage

A coaching metalanguage is the language or vocabulary used to talk about coaching.

## Pedagogical Content Knowledge

Pedagogical Content Knowledge (PCK) identifies the distinctive bodies of knowledge for teaching. It represents the blending of content and pedagogy into an understanding of how particular topics, problems or issues are organised, represented, and adapted to the diverse interests and abilities of learners, and presented for instruction.

**(Shulman, 1987).**

## Protocols

Protocols provide a structured process for interaction that promotes participation, ensures equity, and builds trust.

## Qualitative Data

Qualitative data refers to any information that can be captured that is not numerical in nature.

## Quantitative Data

Quantitative data is information that can be counted or expressed numerically.

## Shared Norms

A term used for the behavioural expectations and cues within a society or group. They have been defined as the rules that a group uses for appropriate and inappropriate values, beliefs, attitudes and behaviours. These rules may be explicit or implicit. They have also been described as the customary rules of behaviour that coordinate our interactions with others.

## Substantive Conversation

Substantive conversation involves:

- considerable interaction about the ideas of a topic (the talk is about disciplined subject matter and includes indicators of higher-order thinking such as making distinctions, applying ideas, forming generalisations, raising questions, and not just reporting experience, facts, definitions or procedures)
- sharing of ideas and exchanges that are not completely scripted or controlled; and
- dialogue which builds coherently on participants' ideas to promote improved collected understanding of a theme or topic.

**(Newman, 1993)**

## Theoretical Frames

A theoretical frame is a collection of interrelated concepts.

## Zone of Proximal Development

Vygotsky used the term 'Zone of Proximal Development' to refer to the zone where teachers and students work as children move towards independence. It is the distance between the actual level of development as determined by independent problem solving and the level of potential development as determined by problem solving under guidance or in collaboration with others. This zone changes as teachers and students move past their present level of development towards new areas of knowledge.

**<http://www.education.vic.gov.au/studentlearning/teachingresources/english/literacy/concepts/zzpdscaffl4.htm>**





