

COLLABORATIVE TEACHER COACHING USING AN INQUIRY PROCESS FOR TRANSFORMATIVE LEARNING

A POSTER PRESENTATION

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EXTENDED ABSTRACT

WorkBased on research at the New Teacher Center, University of California, and the mentoring work of Lipton and Wellman, this poster displays my preliminary investigation results of intrinsically motivated activities and associated synchronicities that help teachers achieve their highest potential in professional practice. The process is a collaborative, reflective inquiry between teacher and coach that develops transformative learning using Carl Jung's "synchronicity" and other factors in the creation of goal rubrics and action plans for professional growth. My investigation research participants consist of five teachers and factors of intrinsically motivated activities/goals, "a-ha" moments and associated synchronicity in the development of their potential as educators.

Collaborative Inquiry Tools include the following:

- Clarifying/Rephrasing/Paraphrasing to increase understanding/reinforce relationship between participants.
- Inquiring to invite construction of new connections and meaning.
- Probing to increase precision/encourage thinking
- Extending to explore resources/information
- Concluding to develop/implement goal action plans

Using phenomenological analysis of transcribed inquires, the following themes have emerged thus far:

- Teachers use their passions, likings and student excitement in the choice of interest areas that they incorporate into professional practice goals to maximally engage students in meaningful learning.
- The co-inquiry, reflective process provides awareness and targeting of teachers' specific needs and interests that keep them excited and committed to teaching.
- The collaborative process results in many planning opportunities via synchronistic connections & "a-ha" moments that produce motivated, clear, achievable action plans and goals, specifically in areas of spatial structure, project learning, organization structure, authentic assessment, and growth mindset on the part of these research participants.

Results, then, from this initial data analysis indicate that intrinsically motivating areas of the classroom can result in "a-ha" moments of inspiration for teachers. Such moments can often be linked to unconscious/conscious synchronicity that occurs prior to, during and after these moments. Using tools that collaboratively focus attention and reflection on this linkage results in trackable, connective data points and insights which when synthesized into action plans and goals transform learning in the psyche and classroom.

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