

Goal setting

- What is the aim of the session?
- Was this decided at the session planning stage or after a period of observation & analysis
- Appropriate achievable negotiated assessable

Observation and analysis

- At what points in the session was the coach observing and analysing the students' performance?
- Where was the coach positioned during the above?
- What tasks were used to facilitate deductive analysis?



We can use the different learning styles to encourage whole learning?

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|--------------|--------------|------------|
| • Pragmatist | Outcome | WHY |
| • Reflector | Visual | SEE |
| • Activist | Kineasthetic | DO |
| • Theorist | Audio | UNDERSTAND |

Identify different teaching strategies

- Command Coach led tasks
- Guided discovery Coach sets tasks to allow the student to discover the answer
Coach is ready for a range of answers, and be able to react to them
- Practice Coach sets tasks that allow students to repeat the skill allowing improvement

Feedback tools

- Self check Students work individually using precise checks set by the coach. (Make sure the checks work for the individual not the coach)
- Reciprocal Paired work where the partner observes the checks and gives feedback
(Check quality of feedback)



Practice

- What was the mixture of blocked and varied practice?
- Was there any use of distributed practice
- Talk to action ratio?
- Was any distributed practice used

Feedback

Questions answered? Intrinsic (self) encouraged. Extrinsic (coach) provided when needed?
Positive reinforcement? Poor practice corrected quietly after activity
Delay loops? Feedback given to the whole group or individuals?

Conclusion

Reflective and linked to future?