

THREE MODELS OF COACHING/TEACHING

Conversation is intended to help students learn the forms of inquiry / investigation by which competent practitioners reason their way in problematic situations.

As a coach/ teacher, I

- Focus attention on the present situation as an object of reflection
- Get in touch with and describe my own largely tacit knowing-in-action
- Reflect on students' understanding of the problem
- Test my understanding of the students' knowing-in action so I can frame our interaction
- Reflect on our interaction

Coaching/teaching calls for improvisation

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- **JOINT EXPERIMENTATION**—coach/teacher works at creating and sustaining a process of collective investigation
- **FOLLOW ME!**—coach/teacher improvises an approach to learning/problem solving showing reflection-in-action, different ways of approaching the problem
- **HALL OF MIRRORS**—coach/teacher and students continually shift perspective—looking at students' perceptions of problem, then at teacher's (focusing on confusion, showing new ways of seeing error and "failure" as opportunities for learning. Teacher explicitly explores "what am I learning?"

When coach/teacher reflects aloud on his own knowing-in-action and encourages students to reflect aloud on theirs, both are more likely to become aware of gaps in their understanding.

Surprise is at the heart of learning/teaching.