**Coaching Conversation**

**This is an example from a class in grade 2 that has had Coaching Conversation**

Our student health team at the school has done the following survey for all new students, year 1, and year 2, at the Nobel Gymnasium. This has been done to see how motivated / unmotivated students are for the school and its program choices. Subsequently, the survey has been analyzed and taken up with teachers and staff about how the results look in class.

**The following mapping has been done:**

**Current position in the class**:

* **Has the student ended up on the right program**: Yes 10 students, no 4 students
* **Have the studies met your expectations:** Yes 7 students, almost 7 students. Some replied that is a little more to learn than I thought, a little long days.
* **How does the class work**: “everyone can be with”, “good”, “good class but a lot of talk”, “a little messy”, “a bit messy”, “not as it should”, “socially difficult”, “difficult to talk”, “good”, “we talk about everything else”.
* **Do you experience study peace in your class**: “occasionally”, “no, bad study peace”, “usually”, “difficult to focus”, “difficult with concentration”, “yes - self-responsibility”, “easy to lose concentration”, “not always”, “50/50”.

**Possibility in the class:**

* **Attendance in class**: “good”, “worse than in high school”, “I've been away a lot because of illness”, “poor attendance”, “I'm here every time”, “little better now”, “a lot”, “bad”, “good”, “good”.
* **Participation in the class**: “good class”, “everyone is in”, “is one in the gang”, “everyone talks to everyone”, “feels that there is good togetherness”, “one in the gang”, “I do not have to be so fu-ing negative”, “one in the gang”, “good”, “I feel like I'm one in the gang”.
* **Other**: "I have a study supervisors”, “I get help with context”, “I get help but it takes time”, “we help each other”, “Supervisor is good as help”, “Workplace learning works well”, “no, everything is good”, “good”, “good supervisor”.

**Are there any obstacles to being able to take your studies in a good way:**

* **Make use of the teaching**: “Attention deficit disorder with overactivity”, “dyslexia”, “the language”.
* **Study situation**: “I want teacher X to show more in the workshop”, “I get help but it takes time to get it”, “Teacher X says he will, but he never does”, “teacher X never listens to me”, “teacher X has very difficult explanations”, “teacher X has no clear instructions”, “teacher X is too soft”, “teacher X not interested in teaching mechanical engineering, X just want to teach in automotive technology”, “teacher X have everything in paper form, I want more on computer”, “if you don´t do it in teacher X way it becomes difficult”, “I dare not, am shy, talk to other people but at teacher X lessons I have to do it”, “difficult to be listened to”.
* **Other**: “wasting time on one or two assignments”, “the class is in different places in their studies”, “I works quickly but gets no new assignments, I have to wait until everyone is ready before I get a new assignment”, “unclear what to do but it get clearer after meeting with the headmaster”, “Teacher X can greatly about his subject but he need to vary his teaching, we can just choose the booklet or be in the workshop”, “Teacher X does not let us know what we got for grades after we have done the test”.

**Desired position:**

* **Your goal with the education**: 4 students will get a degree, “ I will work with buses”, “get a job”, 2 students said that they do not want to continue with vehicles, “ I will study car diagnostics”, 2 students said that they will be a “knowledgeable mechanic”, but the most of the students said that they want to be a “truck mechanic”.

**After the surveys**

After that the surveys have been done, the student health team draws up a plan for each class that it goes through together with the class and teacher respectively.

**Class X joint planning**

**Theory:**

* Talk less, more positive mood, talk about the right things, everyone helps
* Shorter walks (20 min)
* Computer or booklets. Its learning.
* How much students need to read and understand the tasks - get help.

**Practically:**

* Clarity on what to do.
* Clarity on how to get help.
* In what order the students get help. Queue?

**Workplace learning:**

* Important part of the studies.
* What is the student's responsibility?

**Conclusion:**

The mapping does that teachers and students agree on what should now apply to make it work for all parties. These points, then, we development talks, week 45 - 46, and week 10 - 11, will also be reviewed with each student to see how these points are followed. This is a way that we at the Nobel Gymnasium think works well for mapping out and ***finding strategies for accessing those students who risk being failed in school and / or skipping school early.***

A major problem we see is that not all students dare to say what they think because they think the teacher will "punish" them in different ways. Another problem is that not all mentors have developmental talks and / or do not discuss these points in a concrete way when they are to be made.

Final words from one of our counselor:

"A very good way to talk to students individually, ask how they feel comfortable in school, what works well and less well, what obstacles exist, what they may need support with, what the purpose of the studies is and whether we can do something for to help the student reach his or her goal.

The purpose is clearly to motivate the student to complete his / her studies. A big advantage of this is to meet the student individually (usually me (counselor) and special educator or study and career counselor who holds the talks), create a relationship, try to help the student put words into what works and what he needs help with and then convey it to the mentor. The documentation can be used for follow-up calls and for development calls ".