

Coaching Journal

Unit 5



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Welcome

Each unit in the Apple Learning Coach course includes a Coaching Journal like this one. You'll use your journals as companion pieces throughout the course.

Your Coaching Journal is important because:

- You'll need it to complete the lessons
- You'll submit your journal at the end of each unit
- Each activity and project builds toward your Coaching Portfolio



Use the table of contents view to easily find what you're looking for, or you can scroll through page thumbnails.

Tap **+** to add text, photos, videos, drawings, shapes, or audio recordings in the response areas.



Add responses by typing or writing with Apple Pencil.



Use the Notes pages at the end of each Coaching Journal to take notes as you work on each lesson.

Save this as a template to use or customize. [Learn more about creating and managing Pages templates on iPad.](#)



Get help with Pages.

Learn more about creating a digital journal in the Apple Education Community.

This journal belongs to:



John Malloy

Elementary Gifted/Talented Teacher

Reflect on Your Collaborative Experience

Reflect on your experience during the collaborative workshops for Units 3 and 4. Overall, how did collaborating with your peers impact your ideas about coaching? To answer this question, consider:

How did practicing the Coaching Cycle with others shape your approach to your future work with colleagues?

I really enjoyed speaking with others who share my technology motivation. Several times I was asked questions that I did not force, which cause me to sure-up my instructional plan.

What coaching skills or creative technology skills felt particularly important in your workshop activities and discussions?

Setting realistic goals within a realistic timeframe. Several times I had to create smaller goals within the goals that I created in my original draft.

Which aspects of your coaching philosophy were easier — or more challenging — to communicate to your peers?

The logistics of my school districts IT department, with teachers using Mac software and our central office departments all using Microsoft software and trying to bridge the two.

Create Your Coaching Philosophy in Action Project

In this activity, you'll make your Coaching Philosophy in Action, a creative project that demonstrates your approach to coaching and illustrates how your coaching philosophy will guide your work with colleagues. Your project should communicate the beliefs and practices that will guide your approach to coaching.

You may choose the format for your Coaching Philosophy in Action project, but your final submission must do the following:

- Communicate your Coaching Philosophy Statement
- Give at least one example of how your Coaching Philosophy Statement guides your coaching
- Demonstrate how you'll use technology to put your beliefs about coaching into practice
- Show your skills in at least one medium — photo, drawing, video, or music (audio)

Use the questions on the following pages to develop your Coaching Philosophy in Action project.

Reminder: Please don't include students' faces or other personally identifiable information in the file you share with Apple.

Tips: For the best experience uploading your Coaching Journal, music (audio) and video projects should be 2 minutes or less and 75 MB or less. Photo and drawing projects should be exported as a single file and should be 10 MB or less. For help with importing and exporting your project, [see the instructions](#) at the end of this journal.



Create Your Coaching Philosophy in Action Project

Choose the best format for your Coaching Philosophy in Action project. This is an opportunity to let your creative technology skills shine. In the collaborative workshops, you started brainstorming ideas for your Coaching Philosophy in Action project. If you're still trying to decide what kind of project to do, consider these ideas:

- Make a list of project types with the pros and cons of each
- Expand your skills — choose an Everyone Can Create project you find challenging or don't know well
- Connect with peers from your workshop to discuss ideas

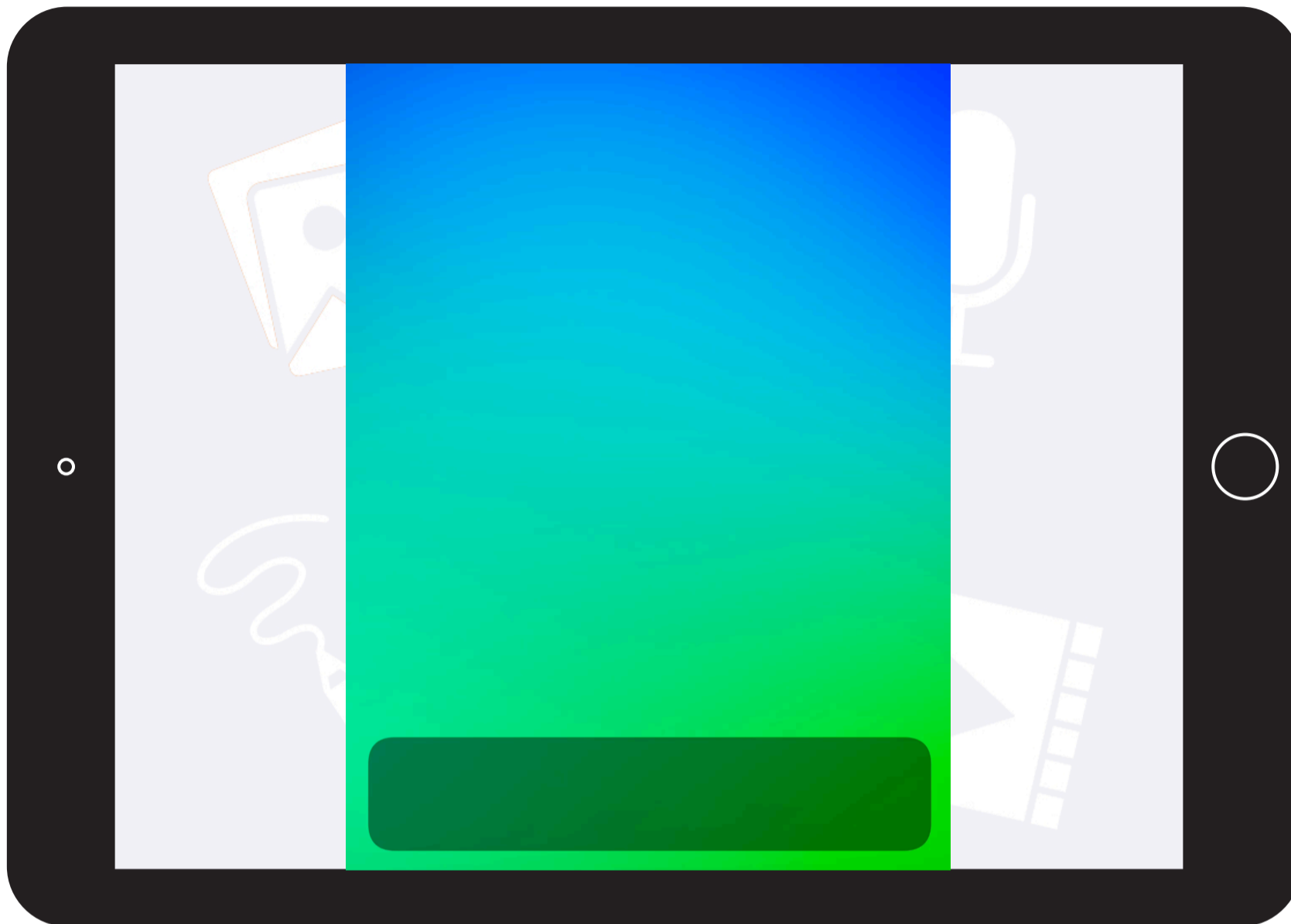
To develop your Coaching Philosophy in Action project, consider these questions:

- What ideas are at the heart of your coaching philosophy?
- What's the most important thing you want others to know about your coaching philosophy?
- How can you communicate your message in a clear and engaging way?
- Who's your audience, and how will you share your project with them?

Notes:

A series of horizontal dashed lines for taking notes.

Create Your Coaching Philosophy in Action Project



Review Your Ideas

In Units 3 and 4, you had conversations with peers about your action plan ideas. Review the notes you took in your Unit 3 and 4 Coaching Journals for these activities:



- Discuss Ideas for Coaching Action Plan (3.3)
- Discuss and Update Timeline (4.5)

Use the [Coaching Action Plan Tracker](#) to begin drafting your Coaching Action Plan by compiling the work you started in Units 3 and 4. You can continue adding to it as you evaluate the planners in 5.3, 5.4, 5.5, and 5.6 Apply. Having all your ideas in one place will help you complete your Coaching Portfolio in Unit 6, too.

You won't submit your Coaching Action Plan Tracker to Apple — it's a resource you can modify to suit your needs. Look through the examples and resources in the document for some ideas.

Coaching Goals	Coaching Activities	Projects	Evidence of Success	Key Dates and Deadlines	Notes
<p>My top priority for this year is to help teachers build confidence and independence with technology so they can lead meaningful creative projects with their students.</p> <p>In the next six months, I'll help teachers in three content areas learn unique ways to meaningfully use technology. I'll prioritize coaching them through one full lesson, unit, or project.</p>	Technology playground (bimonthly)	Say Hello in iMovie	Self-assessments before and after each session (See Example 1)	<ul style="list-style-type: none"> • Sept. 9, Sept. 25 (Photo) • Oct. 4, Oct. 21 (Video) • Nov. 2, Nov. 16 (Music) • Dec. 1, Dec. 16 (Drawing) 	<ul style="list-style-type: none"> • Focus on most challenging tools during less busy months • Opportunities for student experts to provide support?
	Learning groups	Personalize a Portrait	Sample creative projects that can be used as exemplars with students (See Example 2)	<ul style="list-style-type: none"> • Send sign-up doc by September 1 • Ask teachers for permission to use exemplars by December 22 	<ul style="list-style-type: none"> • I'll run the first workshop • I'll identify volunteer teachers to lead additional workshops
	Co-planning, co-teaching, observation	Personify an Object	<ul style="list-style-type: none"> • List of teachers' integration ideas • Follow-up survey 	TBD based on teachers' schedules	


Tip: Use Split View to work in the Numbers file and this Coaching Journal at the same time. Learn more about [multitasking on iPad](#) and [Split View on Mac](#).

Evaluate Sample Coaching Action Plans

Read the two scenarios. Each one describes a Coaching Action Plan. As you read, use the checklist below each plan to determine how effective it is. Check your work using the answer keys linked at the bottom of page 11.

Coach Ayo's Action Plan


Ayo's district prioritizes teaching students how to work together on real-world problems and build skills that they can apply as lifelong learners. Knowing that students enjoy learning with iPad devices, Ayo creates a Coaching Action Plan designed to help teachers use iPad to increase collaborative and project-based learning. To show teachers how to use collaboration features, Ayo develops a detailed coaching timeline. The action plan includes 11 model lessons and two co-teaching sessions with each teacher. After that, Ayo will meet with each teacher to provide feedback and suggest at least three ways the teacher can improve their lesson. Ayo plans to meet with the department chair every week to share updates about teacher and student progress.

Evaluate Ayo's Coaching Action Plan			
Place a <input checked="" type="checkbox"/> to indicate whether the plan includes each element, and explain your thinking. 			
<i>To get you started, this checklist includes two example answers.</i>			
Aligns to school's vision and values	Yes	<input checked="" type="checkbox"/>	The district wants teachers to work together on problems that would naturally occur. The plan that Ayo made is great for collaboration and PBL models.
	Somewhat	<input type="checkbox"/>	
	No	<input type="checkbox"/>	
Employs multiple strategies	Yes	<input checked="" type="checkbox"/>	The plan includes model lessons, co-teaching sessions, and observation.
	Somewhat	<input type="checkbox"/>	
	No	<input type="checkbox"/>	
Flexible, but doesn't constantly change	Yes	<input type="checkbox"/>	The plan is rigid, with fixed activities for the teachers. It's also not clear that Ayo has thought about how to adjust the plan or how to determine if changes are needed, other than reacting to the chair's feedback.
	Somewhat	<input type="checkbox"/>	
	No	<input checked="" type="checkbox"/>	
Includes necessary details	Yes	<input checked="" type="checkbox"/>	One strength of Ayo's plan is the level of detail. However, by focusing so much on the details, Ayo has overlooked the importance of keeping the plan flexible to continue supporting teachers as their needs evolve.
	Somewhat	<input type="checkbox"/>	
	No	<input type="checkbox"/>	

Evaluate Sample Coaching Action Plans

Coach Rei's Action Plan

Rei's school emphasizes empowering students to embrace learning in order to improve academic performance. Rei's action plan is built around the goal of helping teachers find ways to increase student engagement and have students take ownership of their learning. The plan envisions a series of mini-workshops to provide an overview of what teachers can do with devices and apps, as well as sessions focused on building specific technology skills. Rei has a list of possible workshop themes and several project ideas to share with interested teachers. The plan also includes co-teaching and co-planning opportunities for teachers who want or need that type of coaching. Rei has scheduled a meeting with the principal to identify teachers who could benefit from coaching and to present a timeline for the mini-workshops and individual coaching sessions. Rei suggests starting by scheduling three mini-workshops and then planning additional coaching activities as Rei gains more understanding of the teachers' needs.

Evaluate Rei's Coaching Action Plan			
Place a <input checked="" type="checkbox"/> to indicate whether the plan includes each element, and explain your thinking. 			
Aligns to school's vision and values	Yes	<input checked="" type="checkbox"/>	The school wants to empower students to embrace learning. Rei's plan aligns with this vision because the goal is to support teachers in finding ways to increase engagement and have students take ownership of their learning.
	Somewhat	<input type="checkbox"/>	
	No	<input type="checkbox"/>	
Employs multiple strategies	Yes	<input checked="" type="checkbox"/>	Rei plans to offer various mini-workshops as well as co-teaching and co-planning opportunities.
	Somewhat	<input type="checkbox"/>	
	No	<input type="checkbox"/>	
Flexible, but doesn't constantly change	Yes	<input checked="" type="checkbox"/>	Rei plans to conduct some mini-workshops, then assess and decide what's needed. But Rei has firm ideas to carry out and isn't just waiting to react to what others say or do.
	Somewhat	<input type="checkbox"/>	
	No	<input type="checkbox"/>	
Includes necessary details	Yes	<input checked="" type="checkbox"/>	Rei has created a timeline and topic ideas for the mini-workshops. Rei also has specific project ideas to suggest and plans to meet with the principal for a targeted discussion.
	Somewhat	<input type="checkbox"/>	
	No	<input type="checkbox"/>	

Tip: Use [these answer keys](#) to check your work.

Achieving Goals

To help you envision what achieving your coaching goals might look like, remember a time when you set a goal and accomplished it.

What was the goal?

I wanted to win a digital eBook contest so my class could win 10 new... at the time... generation 1 iPads.

What made it possible for you to reach your goal?

I took my knowledge of how I knew my students learned and what kept their attention and applied it to the eBook format as best I could. I used a variety of media and interaction with the audience. I ended up winning and my students enjoyed the iPads for several years.



Evaluate a Sample Coaching Goal Planner

All Coaching Action Plans start with focused goals. In this lesson, you learned about using purpose, parameters, and priorities to refine your action plan goals. In Unit 6, you'll complete two Coaching Goal Planners to support your Coaching Action Plan.

In 5.2 Apply, you evaluated the effectiveness of Coach Rei's Coaching Action Plan. Review Rei's Coaching Goal Planner, then consider how well it incorporates Rei's knowledge of purpose, parameters, and priorities.

Rei's Coaching Goal Planner	
Draft Goal	Alignment
Increase student engagement and empowerment	My district wants to empower students to embrace their learning in order to improve academic performance.
Purpose	
I want to help teachers feel more confident using a variety of devices and apps. I want to help teachers create more opportunities for students to take ownership of their learning.	
Parameters	
I'll plan three mini-workshops to provide an overview of different devices and apps that teachers can use. After assessing teachers' needs, I'll schedule additional workshops on building specific technology skills.	
Priorities	
This goal takes medium priority. It's very important to the district, but first I need to lay the groundwork for this goal by helping teachers become more familiar with devices and apps.	
Revised Goal	
In the next six months, I'll help teachers feel more confident integrating technology in three basic content areas. After that, I'll plan additional workshops that prioritize skill building based on teacher need.	

Note: In Unit 6, you'll complete two Coaching Goal Planners to support your Coaching Action Plan.

Evaluate a Sample Coaching Goal Planner

Answer the questions below to consider how purpose, parameters, and priorities can help refine coaching goals.

What evidence do you see of Rei's use of purpose, parameters, and priorities to refine the initial goal? What additional details would you have included?

There is a clear goal of improving academic performance. There is some flexibility with the types of devices that Rei is willing to provide support on. I would have probably listed the specific devices or resources that I would cover and the grades or subjects that they pertained to.

How can thinking through purpose, parameters, and priorities help you refine your coaching goals?

It would help make the goal more attainable for the teacher and help me better understand supportive steps that the teacher needed to feel or process in order to have a success at reaching the goal.

Review the work you've already done on your own coaching goals. What revisions do you want to make when you complete your planners in Unit 6?

Not to make the goals overly rigid or specific so that teachers in a variety of levels and subject areas would find parts of them useful as springboards into trying something new involving technology.



Steps to Achieving Goals

The activities you'll include in your action plan should support your coaching goals. As you think about what activities to propose, consider these questions:

- What coaching activities have you used or seen in the past that you think would work well in your school or district?
- Can you think of activities you're eager to try that might work well with your colleagues?
- What activities would be most effective for reaching your coaching goals?

List coaching activities that you're considering for your Coaching Action Plan, and briefly note why you want to use them. Review the coaching activity ideas in the box to the right for inspiration.

Co-teaching - Being a active coach to support teachers trying something new with technology should provide confidence to the teacher that I will back them up when needed.

Co-Planning - Face-to-face interactions to give realistic, step-by-step workflows for the teacher will help with successful implementation.

Mini-workshops - Front-loading ideas in areas of interest for staff would be a great way to be present and available to staff that might not normally seek me out.

Technology Playgrounds - Who doesn't like some free time with technology? Staff might have heard about something techie-related and this work help me know what their interests are.

Coaching Activity Ideas

- Learning walks
- Run-through scenarios
- Model lessons
- Observations
- Video observations
- Co-teaching
- Co-planning
- Mini-workshops
- Technology playgrounds
- Learning groups
- Resource studies
- Student-led technology support



Evaluate Sample Coaching Activity Planners

In Unit 2, you started developing coaching activities that are personalized for your colleagues. You continued to build on that work in Units 3 and 4. In Unit 6, you'll complete two Coaching Activity Planners to support your Coaching Action Plan.

Review Coach Ayo's and Coach Rei's Coaching Activity Planners, and consider how appropriate each activity is for their coaching goals and audiences.

Ayo's Coaching Activity Planner	
Activity	In-person observations and video recordings
Goal	I'll help teachers use iPad to increase collaborative and project-based learning by doing in-person observations and video recordings of each lesson. We'll meet to review their lessons, and I'll identify three improvement areas.
Audience	Experienced sixth-grade teachers who have expressed an interest in integrating more technology into their teaching
Reason for This Activity	Students enjoy using iPad devices.

Rei's Coaching Activity Planner	
Activity	Three initial mini-workshops and additional coaching activities based on teachers' needs
Goal	In the next six months, I'll help teachers feel more confident integrating technology in three basic content areas. After that, I'll plan additional workshops that prioritize skill building based on teacher need.
Audience	First-year elementary school teachers
Reason for This Activity	Mini-workshops are a low-stress introduction to new apps and devices. Co-teaching or co-planning can be easily tailored to each teacher's skill and comfort level.

Note: In Unit 6, you'll complete two Coaching Activity Planners to support your Coaching Action Plan.

Evaluate Sample Coaching Activity Planners

Consider the strengths and areas for growth in Ayo's and Rei's Coaching Activity Planners.

What are your overall impressions of Ayo's and Rei's Coaching Activity Planners?

Both seem good. I prefer the teacher interest-based one of Ayo's, rather than the Rei's which seems to almost sound district required or driven.

Do you think Ayo and Rei selected effective activities to accomplish their goals? What would you do differently?

Ayo's seems much more realistic to get something out of it. Rei's is almost too broad and could easily get off-track during discussions.

What additional information might Ayo or Rei want to include in their Coaching Activity Planners?

Specific apps or projects that could be helpful for teachers.

Review the work you've already done on your own coaching activities.
What revisions do you want to make when you complete your planners in Unit 6?

Finding balance with being flexible with teacher's needs but also providing a strong starting point for technology integration.

Envision Success

When you created your Coaching Podcast Episode and Professional Learning Collage in Unit 1, you considered how your coaching could support and inspire teachers in your community who have diverse needs, interests, and perspectives. Now that you've worked through most of this course, consider how your ideas about the impact of coaching have evolved. As you continue drafting your action plan, imagine what success for your school or district will look like. Use the space below to jot down ideas about how you'll know that your Coaching Action Plan has had a positive impact.

How will you know that you're making progress toward your action plan goals?

Teachers will inquire about past projects that they have heard about, seen, or were a part of in the past.

How will you know that your coaching has helped your school or district?

Teachers will take projects and make them their-own.



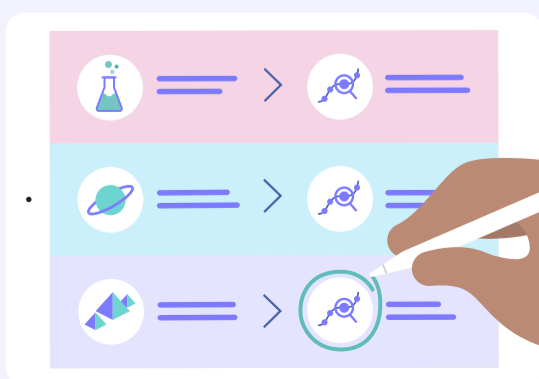
Evaluate a Sample Evidence of Success Planner

In Unit 2 you started thinking about how you'd measure the success of your goals, and in Unit 3 you shared those ideas with your peers. In this lesson, you learned how to measure coaching success by collecting multiple forms of evidence.

The principal has asked Coach Rei to report on the impact of coaching — including how many teachers have completed Coaching Cycles, how many have successfully integrated technology into their teaching, and if students are more engaged. Rei will present these findings at an upcoming district meeting.

Review Rei's Evidence of Success Planner. Consider the effectiveness of the data types and of the plan for sharing success.

Rei's Evidence of Success Planner
<p>Goal</p> <p>In the next six months, I'll help teachers feel more confident integrating technology in three basic content areas. After that, I'll plan additional workshops that prioritize skill building based on teacher need.</p>
<p>Data to Collect</p> <p>Questionnaires. At my first mini-workshop, I'll share a questionnaire that asks teachers to rate their comfort with various devices and apps. After they complete their Coaching Cycles, I'll ask them to complete the same questionnaire again.</p> <p>Reflections. I'll interview teachers about their experiences integrating technology before and after we start a Coaching Cycle. I'll also monitor how I think the process is going.</p> <p>Participation numbers. I'll track how many teachers ask for coaching, attend workshops, and complete Coaching Cycles.</p>
<p>How I'll Share This Data</p> <p>I'll share aggregated and anonymized information from questionnaires and reflections with stakeholders as appropriate. I'll share participation numbers and trends with the principal in quarterly meetings.</p>



Note: In Unit 6, you'll complete two Evidence of Success Planners to support your Coaching Action Plan.

Evaluate a Sample Evidence of Success Planner

Use the spaces below to jot down your impressions of Rei's Evidence of Success Planner.

Does Rei clearly explain the evidence of success that will be collected?
If you were Rei, what would you do differently?

The participation numbers are tricky. I guess the definition of participation would need to be clarified for me to fully understand the evidence of success.

How might Rei collect both qualitative and quantitative data in this scenario?

Student interviews and teacher post-instruction meetings.

Does Rei have a clear and actionable plan for communicating successes?
What would you recommend to improve Rei's plan?

Yes, but I would not emphasize the number of participating teachers as a measure of success necessarily.

Review the work you've already done on measuring your evidence of success.
What revisions do you want to make when you complete your planners in Unit 6?

Vary the ways that teachers can give me input and make sure I provide a timeline for my feedback to them.

Setting a Realistic Timeline

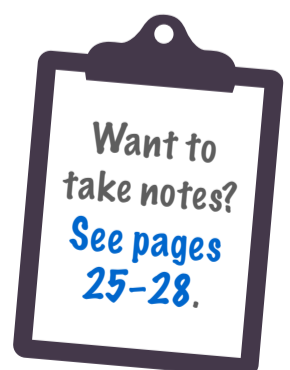
Review the notes you made in your Unit 4 Coaching Journal for Brainstorm Coaching Philosophy in Action Project Ideas (4.4B) and Discuss Coaching Philosophy in Action Project Ideas (4.4C). At this point, do you think your timeline is realistic, or do you plan to make changes?

Use the table on the next page to create a list of any events or priorities that will influence the timing of your planned coaching activities. You can use this resource any way you choose. You can rename, add, or delete columns and rows as needed to set up a timeline for the activities in your action plan. This table will help you complete your Timeline Planners in Unit 6.

To get started, review the example below.

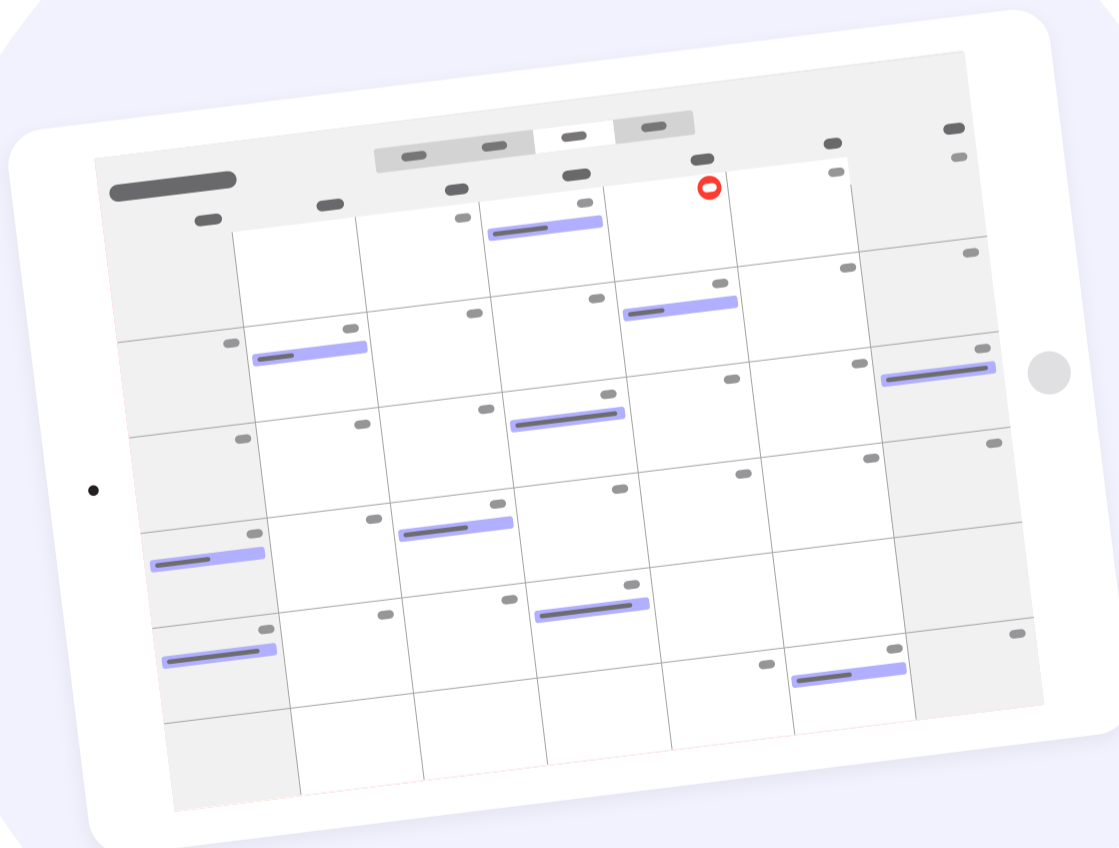
Scheduling Considerations		
Dates and Times	Event or Priority	Notes
October 14–15 5:00–7:00 p.m.	Parent-teacher conferences	Can't coach during that time, but can propose a technology playground opportunity for parents to increase parent buy-in. Check with administration about location and communication.
December 6–10	Testing in all grades	No coaching activities with teachers.

Note: If you think an event might impact your plans but you're unsure about its timing or details, consider listing the information you have so far and when you'll be able to get any other necessary details.



Setting a Realistic Timeline

Scheduling Considerations		
Dates and Times	Event or Priority	Notes
September 3-4 3:30PM - 4:30pm	Technology Tasting Event	Provide teachers several sample-tastings of technology activities.
October 2-4 3:30PM - 4:30pm	Teacher Check-ins	How's it going? Ways to support? Planning Period Meeting Interest?
November - December Break During School Instruction	Co-Teaching Co-Planning	Support teachers in class and with planning of instruction units involving technology



Evaluate a Sample Timeline Planner

In Unit 4, you started developing your timeline for your Coaching Action Plan. In this lesson, you learned about creating realistic timelines. To carry out your action plan, you'll need to schedule, prepare for, and complete your coaching activities. It's important to build flexibility into your plan so that you can adapt to teachers' needs or schedule changes.

Review Coach Ayo's Timeline Planner. Consider the balance between the need for flexibility and the importance of detailed planning.

Coaching Activity: In-person observations, including video recordings of the lessons, plus feedback meetings with three suggestions for growth

Dates, Times, and Locations: Biweekly in-class observations on integration of one Everyone Can Create medium (Photo, Music, Video, or Drawing), September 20–November 20

Task 1:

Schedule in-person observations and feedback meetings for the remainder of the term by September 1.

(I'll work on this during the first week of classes.)

Task 3:

Create pre- and post-feedback reflection template.

Task 2:

Create a goals questionnaire for each observation.

Task 4:

Prepare camera and audio equipment by September 15.

(I'll ask Jordan for help if needed.)

Note: In Unit 6, you'll complete two Timeline Planners to support your Coaching Action Plan.

Evaluate a Sample Timeline Planner

Use the spaces below to jot down your impressions of Ayo's Timeline Planner.

What additional details might be helpful to include in Ayo's timeline?

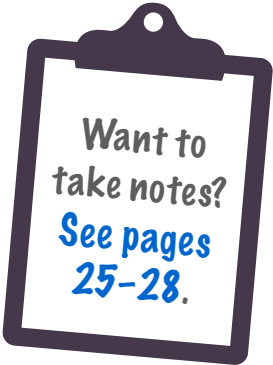
Is there a resources room that houses all the equipment that Ayo will need/want?
I get asked a lot of questions about locations of equipment... that might be a good spring board for a schools admin.

Do you think the timeline is flexible enough to accommodate teachers' needs or unexpected changes? Why or why not?

Observations might need to be changed to support.

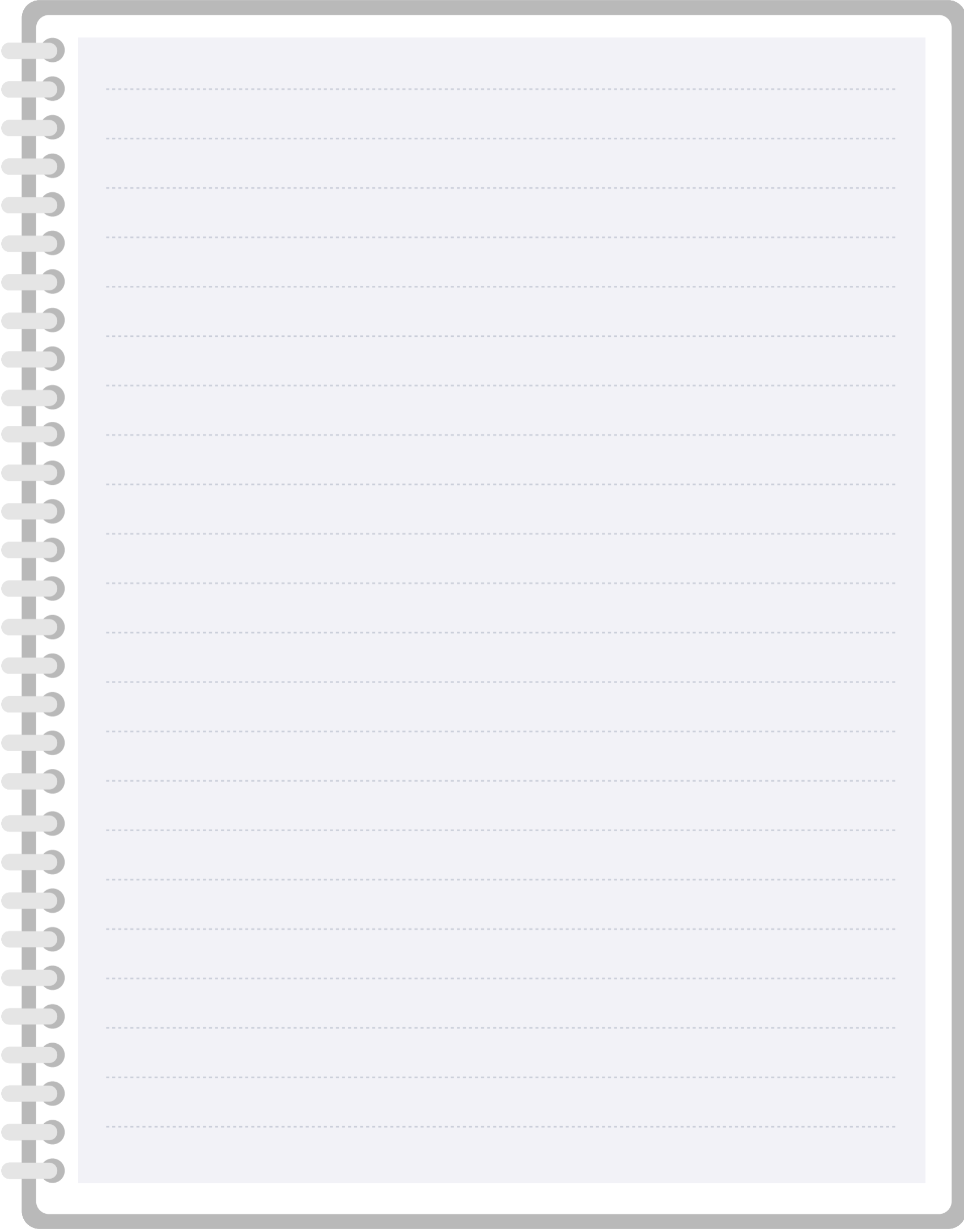
Review the work you've already done on your own timeline.
What revisions do you want to make when you complete your planners in Unit 6?

Involve the building admin and bring them into the process so they have a sense of the planning and work-flow needed to make their teachers successful.

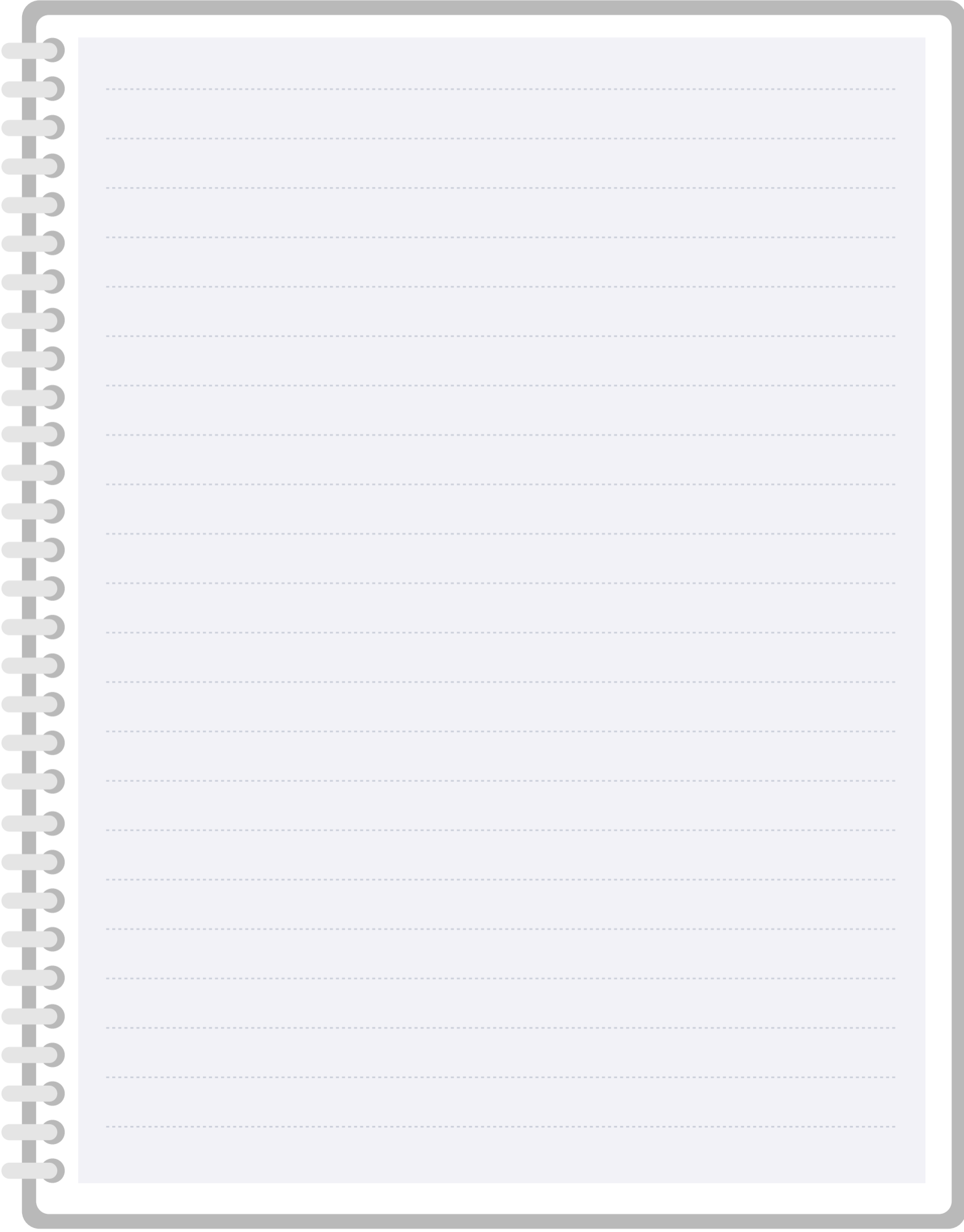


Want to
take notes?
See pages
25-28.

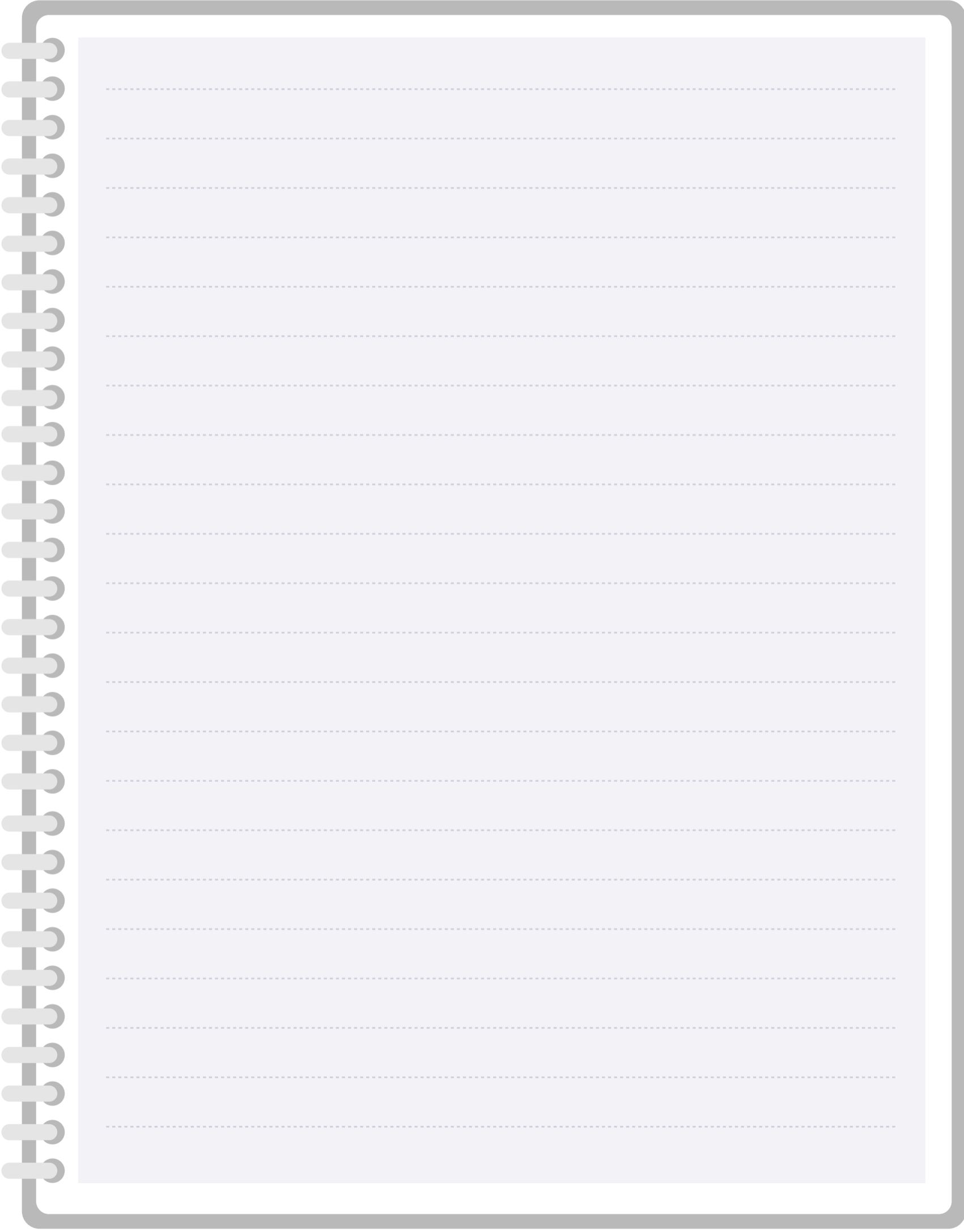
Notes



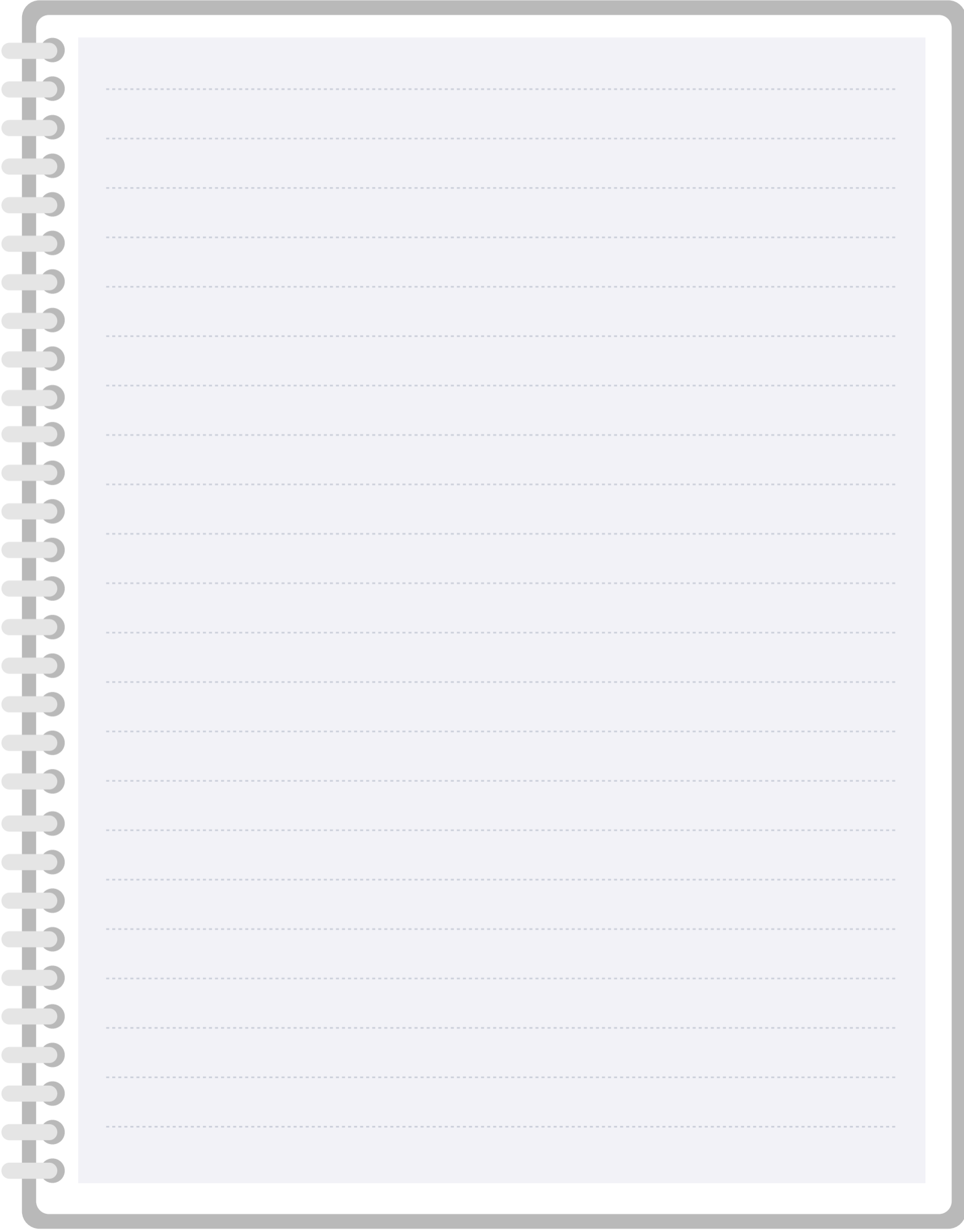
Notes



Notes



Notes



Importing and Exporting Files for Your Coaching Journal

Some of the activities in your Coaching Journal require you to import and export files from other apps. If you need help, refer to the instructions below. User guides for all apps are available on Apple Books.

Importing Files

Music, Audio, and Video Projects:

- [Import to Pages on iPad](#)
- [Import to Pages on Mac](#)

Drawing and Photo Projects:

- [Import to Pages on iPad](#)
- [Import to Pages on Mac](#)

Exporting Files

Music and Audio Projects:

- [Export from GarageBand on iPad](#)
- [Export from GarageBand on Mac](#)

Video Projects:

- [Export from Clips on iPad](#)
- [Export from iMovie on iPad](#)
- [Export from iMovie on Mac](#)

Drawing and Photo Projects:

- [Export from Keynote on iPad](#)
- [Export from Keynote on Mac](#)



Track Your Progress

Remember to save your completed Coaching Journal in a place that's easy to find. You'll need to reference the work you do in this Coaching Journal to complete your Coaching Portfolio in Unit 6.



Preparing Your Coaching Journal File

When you're ready to submit your Coaching Journal, save it as a Pages file and make sure the file size is 999 MB or less. Before uploading your journal, ensure that you have a strong, reliable internet connection.

