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**Learning from the past: Literacy coaches' reflections on coaching conversations**

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Unlike other professional development models, literacy coaching practices, particularly the conversations that occur between the classroom teacher and the literacy coach, aim to meet teachers where they are in order to move them forward in their literacy practices. The valuable partnerships between coaches and teachers have the potential to impact classroom practice and also student achievement (Bean et al., 2008; Toll, 2014). This session will share findings from a year-long multi-case study analysis which explored the ways in which specialised literacy professionals (SLPs) navigated and reflected on coaching conversations with teachers. The presenters analysed coaching conversations between three SLPs and their respective teachers, debriefing sessions between the SLP and the researchers, and pre-study and post-study interviews. The findings revealed several themes: blended use of coaching and consulting, ways in which the SLPs built rapport with their teachers, and how the coaches manifested themselves as learners. The findings presented may benefit SLPs who are just beginning to coach, as well as instructors who teach courses that include coaching practices in university graduate programs.