Coaching from within; Moving coaching forward by understanding its architecture
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Complex context for coaching in England

Coaching in Education for Professional Development

Many forms

Many functions

Government priorities for career development

Freelance coaches in CPD market

School-led system

Coaching integrated in leadership CPD
Moving coaching forward by understanding its architecture

1. Building coaching case studies from conversations
2. Situating ourselves in a wider coaching landscape
3. Planning architecture for future coaching
Moving coaching forward by understanding its architecture

Building coaching case studies from conversations
Why bother with coaching in education?

Person A – please have a conversation with your partner to elicit their views on the question:

Why bother with coaching in education?

Give them your attention, ask them useful questions to prompt their thinking, but focus only on their experiences and ideas – you will have your turn soon. You have 6 minutes.

Turn to a partner – become partners ‘A’ & ‘B’. We are going to hold a mini ‘coaches in conversation’ event.
Why bother with coaching in education?

Each pair now joins with another ‘partnership’.
Swap round to change partners – but make sure you stay as ‘A’ and ‘B’.

**Person B** – please have a conversation with your NEW partner to elicit their views on the question:
*Why bother with coaching in education?*

Give them your attention, ask them useful questions to prompt their thinking, but focus only on their experiences and ideas – you will have your turn soon. You have 6 minutes.
Pair up your pairs: Reflect on what you have said / heard

During the coaching practices discussed what activities occur and how are they organised?

What words did you use when you talked about coaching? Do the coaching practices discussed seem to elicit certain types of talk?

How did you relate to each other in those conversations? How does this compare / contrast with the coaching relationships discussed?
Coaching as a ‘site’ of practice
Theory of Practice Architecture, Stephen Kemmis

SEMANTIC ‘SPACE’
What is said & written;
The nature of the language used;
The balance of formality or informality;
The meaning, intention and comprehensibility of communication;
How communication is received and responded to.

PHYSICAL / TEMPORAL ‘SPACE’
What activities occur;
How individuals undertake their activities;
How the space is configured and set up;
How resources are deployed;
The productiveness of actions.

‘Doings’

SOCIAL ‘SPACE’
How individuals connect and relate to each other;
What roles are taken;
How formal / informal relationships are;
The significance of power, trust and solidarity;
How individuals feel in the social space.

‘Sayings’

‘Relatings’

SEMANTIC ‘SPACE’

Theory of Practice Architecture, Stephen Kemmis

‘Doings’

PHYSICAL / TEMPORAL ‘SPACE’

‘Sayings’

SOCIAL ‘SPACE’

‘Relatings’
Moving coaching forward by understanding its architecture

Situating ourselves in a wider coaching landscape
Ruth Whiteside is a newly appointed member of the senior leadership team in a primary school which is deemed to be underperforming, and is deployed as a coach to support teacher development in that school.

Jo Flanagan is an independent Speech and Language Therapist who uses a video-based coaching approach to support primary and early years teachers to develop communication-rich pedagogies.

Rebecca Tickell is employed in a school leadership development centre and has been developing her own coaching skills through the Institute of Leadership and Management (ILM) programme for transformational and developmental coaching.
Simon Feasey is an ex-primary Headteacher who now works as a ‘community capacity coach’ using group coaching approaches to bring parents and senior leaders in school into more aligned working relationships.

Lou Mycroft is a ‘freelance thinker’ who works with a wide range of organisations using the discipline of ‘The Thinking Environment’, including for one to one coaching, group teaching and facilitation.

Rachel Lofthouse is a teacher educator and researcher who has previously used video-based coaching approaches in research projects and to support teacher development, and who has recently founded CollectivED.
Why bother with coaching in education?

Coaches ‘In Conversation’ with each other at public event, conversations audio-recorded and analysed

1) For each conversation individually;
   Factual details about the coaching and the coach.
   First review using theory of practice architecture (Kemmis et al. 2012) as an organising frame: ‘doings’ (the physical space) ‘sayings’ (the semantic space), ‘relatings’ (the social space).

2) Broad themes identified

3) Coaches’ individual narratives.

4) Key findings shared with the coach participants to review and validate the research.
Commonalities and contrasts in coaching

- Some one-to-one coaching, some group coaching
- Purposes vary; developing teaching quality, inter-professional learning, personal development and improving community-school relationships.
- Expectation that coaching involves dialogues to create opportunities for learning and change; striking balance between organisation’s agenda and individual’s motives & interests.
- Coaches use structures, disciplines and tools to underpin coaching (e.g. video, listening mode, Thinking Environment).
Discourses of coaching

- Coaches describe fluid identities; being a ‘coach’ as part of integrated and evolving professional identity.

- Contexts deemed in need of change. Coaching often introduced to, ‘close the gap’, ‘sharpen practice’, ‘solve the problem’.

- Coaching is not about ‘saving people’, a ‘quick fix’, ‘performative’.

- Coaching means being ‘listened to’, being ‘attentive to’, allowing coachees to ‘open up’ & ‘do their best thinking’.

Coaches’ narratives indicate ongoing journeys to become a coach and as a coach.

Development of coaching practices often coincide with new employment & professional scholarship.

Use of coaching in educational settings often sought as new approach to existing issue.

Coaches bring expertise and experience to role from former professional roles.

Coaching experienced by coaches as formative process, developing skills and capacity. Coaching not static – evolves over time.
Coaching as relational practice

- ‘Relatings’ generated most discussion; fostering distinct social space for professional development
- Due to ‘gatekeeping’ of coaching, and coaches’ experience/expertise, a power imbalance with the coachee is possible
- Can take time to create coaching relationships which are comfortable, productive and inclusive
- Coach/coachee work together on genuine concerns, building trust, being non-judgmental, and engaging in co-construction
- Coach acts in congruence with personal and professional values; intrapersonal aspects transferred into interpersonal domains
Discussion; key themes


Potential to be transformative form of CPD (Kennedy, 2014)

Coaching not easily defined (Bloom et al, 2005)

Links to ecological agency (Priestley et al, 2015)

Links to collaborative professionalism (Hargreaves & O’Connor, 2017)

Coaching can build teacher collective efficacy (Donohoo, 2017)

Coaching can be practiced as a counter-balance to performativity (Lofthouse & Leat, 2013)
Moving coaching forward by understanding its architecture

Planning architecture for future coaching
Developing criticality in pursuit of quality coaching

Individually, reflect on the themes emerging from the session. What questions emerge that could influence your own practice / context for coaching?

Share your question(s) on your table, and use them to generate 3 key questions from the table group.

For each Q be ready to share...

What is the question?
Why does it matter?
Who should be responding to it to make a difference?
Please contact me if you have questions about this session, about the work of CollectivED, or would like to write for our Working Papers

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