CARNEGIE SCHOOL OF EDUCATION
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CollectivED

Working papers from CollectivED;

The Hub for Mentoring and Coaching

A Research and Practice Centre at

Carnegie School of Education

Issue 2
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Editorial: Welcome to CollectiveED Issue 2

CollectivEd: The Hub for Mentoring and Coaching is a newly established Research and Practice Centre based in the Carnegie School of Education at Leeds Beckett University. As we develop our networks, practice and research we aim to continue to support professionals and researchers in a shared endeavour of enabling professional practice and learning which has integrity and the potential to be transformative. We are interested in all voices, we will learn from many experiences and will engage with and undertake research. We will not paint rosy pictures where a light needs to be shone on problems in education settings and the lives of those within them, but we will try to understand tensions and offer insights into resolving some of them.

Welcome to our second issue of CollectivEd Working Papers. Once again it has been an absolute pleasure to collate these papers. They represent the lived experiences of researchers and practitioners working to support the professional learning and practice development of teachers and other education staff at all stages of their career. Please do read them and use them to provoke your own reflections and action. You won't agree with them all, but they should make you think. Information about the contributors is provided at the end of this issue, along with an invitation to contribute.

In our first research working paper is by ***Helen Lewis***, who is the **Programme Lead for Primary PGCE in the** South West Wales Centre of Teacher Education at University of Wales Trinity Saint David, explores the experiences of six teachers with varied levels of experience, who used video reflection to develop and transform their practice, drawing on her doctoral research.

Our second paper is written by ***Mary Briggs***, who is Principal Lecturer and Programme Lead for Early Years and Primary ITT, at Oxford Brookes University. She reports in her research on coaching in primary settings, and suggests there are differences in coaching practice depending upon the degree to which accountability and control are seen as key elements of use of coaching for professional development by the heads for teachers in their schools.

The third paper is a snapshot of a twitter debate on teacher collaboration and whether it contributes more to the success of schools than management of teachers. This was set up under the hashtag #debatED and hosted by ***Rachel Lofthouse***, who reflects on this here.

Next **Lewis Fogarty** has contributed a research paper in which he explores the drivers and inhibitors of the follower-leader relationship and considers other influencing factors that contribute to organisational and personal outcomes. He concludes that followership should be promoted. Lewis is a Maths and Science teacher, and this research forms part of his doctoral studies.

Educator grassroots movements have become a bit of a 'thing', so much so that some seem less like grassroots and more like part of the machinery. Not so BrewED, which formed in the imaginations of ***Daryn Egan-Simon and Ed Finch*** who write about its philosophy and invite participation in their article, and yes – it does refer to pints.

Another video-based approach is the focus of our fifth working paper, in which ***Casey Kosiorek and Jim Thompson*** write about Video Coaching to Improve Teaching through Guided Reflection from their perspective in the USA. Casey and Jim's work will have resonance with many teachers and CPD leaders, as well as technology developers.

In her intriguingly titled paper ***Jo McShane***, an experienced teacher educator and school senior leader, suggests that trainee teachers can find themselves stuck in the twilight zone, feeling trapped between two worlds (as a teacher in school, and as a learner in a training and/or academic setting) and can be unable to assimilate the learning from these positions. This research matters as the teacher education landscape continues to rapidly evolve.

The next piece is a practice insight paper by ***Steven Tones and Ian Bateman*** who reflect through a written dialogue on their mentoring relationship in elite level Futsal. This illustrates the substantive themes and issues which occur in mentoring relationships across contexts; and indeed their two-handed paper articulates how dialogue supports sense-making.

Now and again twitter hashtags offer genuine and quite unexpected insights into the lives (even when there is a slight possibility of exaggeration or selective memory). One such # emerged in the new year, with teachers using #noobservation to spill the beans on some of the less than helpful experiences of being observed. In our ninth working paper ***Rachel Lofthouse*** offers an alternative version of what observation might achieve.

Finally, we have the first of a series of Thinking Out Loud thinkpieces in which CollectivED founder Rachel Lofthouse interviews other educators about their professional learning and educational values. In this issue our interviewee in MAT CEO ***Claire-Marie Cuthbert.***

So, this is another bumper issue, digging into practices that make a difference, providing evidence from case studies and empirical research of the lives of teachers and how to support their professional growth. In a time of genuine concern about teacher retention these papers offer new knowledge to the sector, allowing a range of voices to be heard. We hope they are read with interest and reflected on critically to move your thinking on, and perhaps to develop new practices. We also hope they signify the need for ongoing research and more nuanced policy-making in a national educational setting which still has much to learn.

Professor Rachel Lofthouse

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@CollectivED1
Email: CollectivED@leedsbeckett.ac.uk

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Video–stimulated reflective dialogue - a useful tool for re-examining and reflecting on practice

A Research Working Paper by Helen Lewis

Abstract

Reflection is widely acknowledged to be an important part of the teaching and learning process, offering the opportunity to investigate, revitalise and transform what we do. This is important at every stage of our careers. However, despite the comprehensive literature on the subject, there is surprisingly little advice on how to improve reflective skills, and reflecting well is not always as easy as it seems. This article explores the experiences of six teachers with varied levels of experience, who used video reflection to develop and transform their practice. The findings are part of a larger mixed-methods study that were completed as part of my doctorate.

Introduction

The term 'reflective practice' is a familiar one to those working in education. There are many publications dedicated to the subject, most of which revolve around the notion of reflection as involving revisiting and evaluating what we do. To help us do this, there are many models of reflective practice which scaffold and support our reflections (eg Schön, 1983). An important consideration that we need to remember is that effective reflection should lead to transformation, not just examination of practice. However, a key limitation of many models of reflection is that they rely solely on our own personal reflections. These are of course valuable, but carry some risks. For example, how do we know if we are reflecting on the right things to transform our teaching and pupil learning? What if we are unaware of some of our practices – both the good and the not so good – if we don't know about them how can we transform them? And, of course, what if 'what we think we do' is not necessarily what actually takes place in our classrooms, in this case we may be transforming the wrong aspects of our practice.

This article considers a process that can be very useful in helping us to reflect more effectively, 'video stimulated reflective dialogue' or VSRD. Moyles *et al* (2003:4) describe VSRD as 'an opportunity to

reflect with a knowledgeable research partner on one's own teaching'. The premise of this is simple – you record yourself teaching a session, watch the video and discuss it with a peer or mentor. This process can show you alternative (and sometimes contradictory) images of yourself in the classroom. This viewing can be uncomfortable, but it can also be very revealing. It may challenge your assumptions about how you teach, and allows you the chance to see what actually goes on when you stand in front of your class. It is natural to find the idea of being filmed a little daunting. However, it's worth remembering that others see and hear us teach all the time and the only ones who are excluded from this normally are ourselves

Methodology

In my research VSRD was used with teachers and young learners, as part of a larger study into the teaching of thinking. My project involved six teachers, with varying degrees of experience. None of the teachers had ever seen themselves teach before (we have since used the approach with trainee teachers and also as part of our ITT department's peer observation strategy). The following table outlines their experience, and the pseudonyms used to identify each teacher through the study.

Teacher	Background Information
Olivia	Year 1/2 teacher, working as SENCo and phase coordinator. 13 years teaching experience.
Ceri	Reception teacher, phase coordinator. Interest in Assessment for Learning and problem solving. 6 years of teaching experience.
Lynda	Year 1 teacher, phase coordinator. Keen to develop all aspects of practice. Over 20 years of teaching experience.
Lucy	Year 1 teacher, mathematics subject leader in school. Interested in problem solving. 4 years of teaching experience.
Sam	Reception/ Year 1 teacher, thinking skills leader in school, involved in several thinking skills initiatives. 6 years of teaching experience.
Mel	Year 1 teacher, part-time. Keen to look at ways to develop language and thinking. 10 years of teaching experience.

Table 1: introducing the teachers

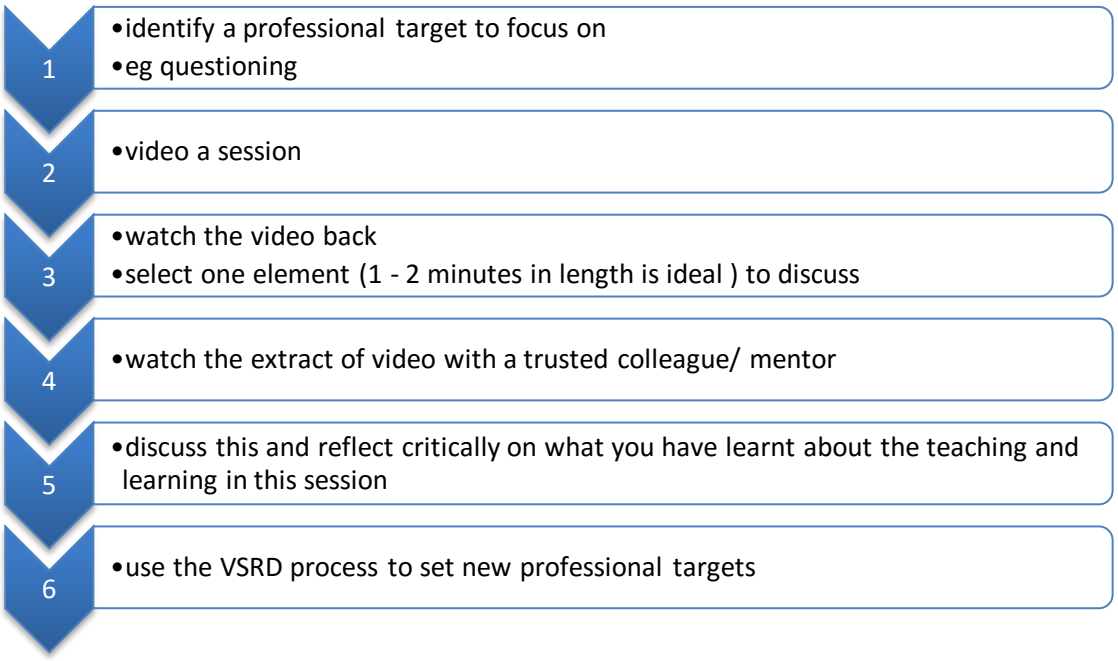

Diagram 1: The VSRD process

Key to better reflection is the need to become deliberate and critical about what we do – and this means challenging and questioning existing practices. The strength of VSRD is that it goes beyond the process of viewing the video clip by yourself, and supports deliberate reflection through professional dialogue. Day (1999) suggests that critical reflection happens when there is opportunity to systematically discuss practice with another person acting as mentor or critical friend. So, the next step in the VSRD process is to select a small part of the video (maybe because it surprised, confused or delighted you) to watch with a trusted colleague or mentor. This is different to peer observation processes, or other strategies since you remain in control of the parts of the lesson that are talked about (since you select which part of the session to share). The resulting dialogue helps extend, explore and critically reflect on your practice – how you feel about it, and how you understand it.

This process is illustrated in the diagram above.

The teachers in this study began by identifying an aspect of their practice that they wanted to focus on. These foci included questioning, promoting collaborative group work and metacognition. The teachers videoed themselves teaching. Immediately after the session, the teacher was asked to reflect on the lesson, and any particular strengths or areas they wished to highlight for improvement were noted. This reflection-on-action relied on their memories and feelings about the session. They then watched the video of the session, and used this as a basis to reflect (first privately and then in dialogue with the myself) upon their teaching and the children's learning. Pre- and during- VSRD reflections were compared. Each teacher used VSRD three times during the academic year.

Findings

At first most of the teachers were a little apprehensive about being filmed, the process was viewed as a pretty risky endeavour, but as soon as they had undertaken some VSRD, they all said they wished they had done this years ago. The teachers all agreed that VSRD had been of great use, both for their own teaching and also for closer observation of individual learners. In all cases, VSRD had surprised them. The surprise was sometimes in terms of the things that they thought they were very good at but then realised that they could improve. Sometimes VSRD revealed that they were actually teaching something better than they thought they were. Sometimes the VSRD helped them to look specifically at learners and their responses – not verbal and non-verbal in sessions.

All six teachers felt that their teaching had improved as a result of '*spending time looking and talking about what I do day in day out'* (Sam). They could also see how VSRD could be a useful process to undertake for a variety of professional development purposes. For example, Olivia felt that '*If we had a focus on the school development plan, like assessment for learning, we could use VSRD and then maybe use it in staff meetings to help share good practice'*. Ceri agreed, and thought that *'If we had particular subjects we weren't so sure about it might help us find targets'*. The teachers also made it clear that it was not just the viewing of the video that made a difference, but rather the dialogue afterwards that was key. Sam summed this up, when she said that '*I guess the chance to talk things through means you unpick them in more depth – and sometimes just discussing what I'd done with you made me think about a child, or something I had done in a new way. Like*

opening my eyes anew.' There is no doubt that this element of the process is key, and as such is demanding both for the teacher and their colleague. Over time we refined the process, becoming more dynamic in our conversations, more focused and also more trusting.

Researchers such as Muir and Beswick (2007) suggest that there are different levels of reflection that can take place, which move from descriptive to critical forms. It is the critical reflections that help us transform our practices. Analysis of the reflective dialogues revealed that the teachers changed how they reflected when they used VSRD. There was no critical reflection evident when the teachers reflected relied on their memories of the session without having seen the video. When they first watched the video the teachers all reflected on the technical aspects of their practice - things such as their hair, their voice and their mannerisms, but through dialogue they quickly moved beyond this. All then identified some critical incidents in sessions and deliberately reflected on these. This is important, as it is the critical reflections that have implications for transforming teaching, and the teachers were all more likely to reflect in this way when talking through their practice with their partner. The video acted as a scaffold for this discussion.

Summary

Reflective practice is clearly something that education professionals should engage with, but it is not without challenges. There are many questions to consider, for example, how do you gauge the quality of reflection? What does good reflective practice look like? How do teachers know whether they are getting better at reflecting? What sort of reflection really contributes to transforming practice?

VSRD offers an inexpensive, practical solution to some of these challenges, and in this study improved the quality of teacher's reflections, which had a positive impact on their practices. The teachers said VSRD had been very beneficial, and was something that they felt was a valuable staff development tool. All felt that they had made genuine and sustainable changes to their practice as a result of using VSRD.

But VSRD is more than just making a 'nice film' of a session, the relationship between the two individuals taking part is key. As Olivia noted, it was the talking about the video clip that was particularly useful in helping her to focus on the children's thinking and her teaching of it. Good conversations about learning have a number of dimensions to 'stimulate,

scaffold and sustain' (Lofthouse, 2017:11). Conversation using VSRD can contain these dimensions. Establishing a relationship that is trusting, open and honest is key. It helps us to expose and re-examine beliefs, assumptions and expectations. To do this effectively you need to be open-minded, active and committed to improvement.

Clearly VSRD as a process entails organisation, practical considerations relating to ethics of videoing classroom practice need to be made, and of course the process needs the luxury of time, and the identification of someone to discuss your practice with. It is not something that could be undertaken on a daily or even weekly basis. Nonetheless, it is a valuable tool to help refine and deepen reflective practices and, as the teachers in this study discovered, can really reveal some unexpected things, which can lead to transformation of practice.

Acknowledgements

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Accountability pressures in coaching practice in primary schools

A Research Working Paper by Mary Briggs

Abstract

This paper indicates one aspect of coaching practices in primary schools that is how coaching links to other continuous professional development and accountability processes. What is discussed is part of a project focusing on primary head teachers' perceptions of coaching in which data collection involved a combination of an on line survey and in depth interviews. The results indicate differences in coaching practice depending upon the degree to which accountability and control is seen as key elements of use of coaching for professional development by the heads for teachers in their schools. This raises questions about the understanding of the coaching process and the locus of control and ownership for teachers being coached.

Coaching is a label applied to a wide range of different activities in schools. It is used to describe both formal and informal processes, either as part of continuous professional development or as an activity that is related to a range of short term performance and learning goals. This paper explores one aspect of the factors that influence variations in practice. In a recent small scale study of primary head teachers' perceptions of coaching and despite the apparent agreement with regard to defining the precise terms of mentoring and coaching a variation in the application of coaching in primary schools emerged.

What appears to be noticeable is a shift in how coaching is viewed when the process moves from the theoretical and into practice. This was initially reflected in the responses to questions asking about 'who coaches and why' and 'who is coached and why?' and here we begin to see an indication of the variations of practices. Each of the participants were drawn from different areas across the population and therefore illustrated regional differences in the development of coaching. Each of the respondents was influenced by a different author writing about coaching in education and this appears to have led to some of the differences that leaders discussed. The importance of the differences is

highlighted in the discussion by Leat et al (2012) who raise concerns about introducing processes that teachers don't see as supportive and developmental which leads to feeling of a lack of control and ownership and results in a lack of engagement. This relates back to earlier research such as Hargreaves and Dawe (1990) who caution about an overly managerial approach for professional development in general. This is further supported by Merson (2000) who warns about taking power away from the individual teacher. For two respondents the power and ownership is situated in the teachers as the coaching is seen as truly developmental. One leader appeared to embraced purest coaching principles fully with the employment of an external coach and engaging with coaching is voluntary. For a leader working in a special school key principles appeared to be followed with staff wellbeing a central concern which is directly linked to the specific teaching context.

For two other leaders the links were much stronger with other review processes in the school namely appraisal and performance management. In one case the leader said: '*So historically I'd say mentoring has been used as part of the appraisal process but we're gonna move over to coaching'*, the link is very strong setting the agenda for the conversations and expected outcomes. For another: ' *the co-coaching is, has proved really valuable for the staff because what we've tended to do is either they've all decided to work on the same area',* the focus is about facilitating co-coaching working initially from a performance management review in order as the head says to pair staff together *'So I knew what everybody wanted to be working on so I was able to mirror or match'.* The link here between the coaching and any kind of appraisal or performance management system was that it enabled the head to identify staff working on common issues who might potentially collaborate and work together.

For head teachers justifying the time and cost of coaching in their school can be a challenge as it is difficult to place a hierarchy of objectives on the process. Tracking back to see where coaching has had an impact when it may be one of a number of activities undertaken by staff. Objectives may identify intended benefits if specific outcomes are expected when matched against key performance indicators (KPI's) from the appraisal process though these may not translate into benefits for the individual and their performance. One reason for the difficulty in education is the lack of contracting as part of the coaching process.

For teachers coaching is seen to be a powerful tool and has been promoted by the Centre for the Use of Research & Evidence in Education (CUREE) in the UK. “Learning to be a coach or mentor is one of the most effective ways of enabling teachers and leaders to become good and excellent practitioners” (CUREE, 2005, p7) though there is limited evidence based research to support this, it is mainly self-reporting responses. Some organisations use 360 feedback to formalize the more anecdotal evidence of the impact of coaching taking the feedback in a 360 instrument before and after coaching and this can be particularly useful to show changes in managers’ behaviours as experienced by their direct reports, their peers and their boss. Martin (2006) indicates some of the surveys identifying the use of mentoring and coaching in organisations so that in 2001 about 60% of the 25 largest public companies in Australia had mentoring or coaching programs.

If viewed in relation to the 2014 Executive Coaching survey by Sherpa in the USA the use of coaching is still on the increase and now across organisational levels not just for the top execs. Sherpa are also developing the Coaching Confidence Index (CCI) to demonstrate the coaching industry’s direction of travel and to try to establish a measure for its use in the business world. In order to calculate the index they consider the rates charged by executive coaches, the number of clients, predictions about the demand for coaching and the amount of time executive coaches spend marketing their services among a number of other factors. This could be critiqued as a method of measurement but at the very least it gives a snapshot of activity and the commitment of the business world to use coaching as part of its strategic thinking. Sherpa in turn is critical of the Return on Investment (RIO) which is often used to measure the benefits of coaching, (this is briefly described below) but they suggest a newer measure IOB Impact on Business. ROI focuses on the financial returns of investing in specific activities and this can include coaching. It takes the benefits of coaching and takes away the cost of coaching divided by the cost and then multiplied by 100 to give a percentage. In an article in 2011 in Forbes Matt Symonds cited a global survey by Price Waterhouse Coopers and the Association Resource Centre that had found the mean Return on Investment in coaching was 7 times the initial investment, and over a quarter of coaching clients reported a stunning ROI of 10 to 49 times the cost. So although sometimes criticised this method of evaluation is seen as useful in business.

How might this apply to education the return on investment might be measured in terms of children's achievement?

One head teacher had a different way of looking at this return on investment in a school. '*And I think it's one of those things that people say, you know, well what's the impact?* '*And, of course, it's very difficult to actually justify that impact. You know, you can't probably see it directly in data, for instance, which is what everything is generally judged by.'* And she continues 'And *I think, you know, there's all sorts of things to consider like wellbeing and sickness and health, you know, and, and just, you know, there isn't, life in school is so busy, it's so consuming, the job and particularly if you've got a teaching commitment as well, you don't have necessarily the time, certainly not in school to really reflect on your own practice as a leader and as your, your own work'.* She concludes her justification with the following: 'So *I think it's, you know, it's a, it's a way really of investing in people. You know, what better way could there be of giving people time to, to say, 'you're really important. And if you're really important then let's, you know, invest in you'*. This respondent also indicated that sessions were confidential to the teacher being coached. This was in contrast to one leader who focused on co-coaching in her schools where issues from sessions are shared '*And then we also have a feedback session where…all of the professional partners' feedback. This is what we've been working on this term; this is how it's gone. So everybody can benefit from everyone else's practice'*.

Here there is a different level of accountability expected. One of the heads described how she watches part of the coaching session as part of the process 'So *at the moment because we're doing it as, only as part of the appraisal process but basically putting aside three sessions. So we're having the first session when I go in and watch just fifteen minutes.*' Again the accountability is clear, monitoring of the coaching is taking place which results in a lack of confidentiality between the teachers co coaching if observed by their manager, the head teacher. Head teachers are under enormous pressures to be accountable for all the activities in their school including the development of their staff and therefore for two of the respondents we can see that they require feedback from the coaching process as part of checking out the coaching has taken place and that the focus links to other developments in the school. This can be seen in many ways as following a business model of coaching with partial three way agreement of targets as the objective of coaching

sessions linked to school improvement plans.

What is the impact of these different approaches to coaching in education? The focus on accountability and use of coaching appears to result in a more directive approach to coaching practice raising issues about contracting for coaching and its relationship with confidentiality for the teachers.

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What is more important to the success of schools? Teacher collaboration or the management of teachers?

A Reflection on a #debatED discussion by Rachel Lofthouse

In February I had the chance to moderate a short twitter debate for #debatED (founded by Daryn Egan-Simon). Some interesting insights emerged on the tensions of managing people, processes, desired outcomes and the potential which might be created for professional learning and change when collaboration is more democratic and less directed. Certainly a significant number who thought that teacher collaboration is more important than management of teachers to the success of schools. All tweet typos are the result of the fast and furious tweeting and the time of night….

What are your experiences of success through teacher collaboration?

Kathryn Morgan and 1 other liked

Simon Feasey @smfeasey · Feb 13

Replying to @ed_debate @DrRLofthouse

A1 **#debatED** Making the decision to replace old style PM targets with the expectation that all staff engaged in two collaborative inquiry cycles per year. And then witnessing liberation and engagement in collaborative learning, and sharing of that.

5 2 6

VEO Europa Project and 6 others liked

Colin Lofthouse @CALoDUKE · Feb 13

#debatED @DrRLofthouse we have replaced formal lesson obs with lesson study. Extremely productive and less stressful for all. However not always easy to engage everyone equally. Some motivated some not. Place for holding to account has to be there.

2 1 13

Do management structures and decisions help or hinder collaboration?

Simon Smith liked

Simon Feasey @smfeasey · Feb 13

Replying to @LouMycroft @DrRLofthouse @KaySocLearn

And a big yes from me. Management stifles, delimits, suffocates, even **#debatED**

1 1

Kathryn Morgan and 2 others liked

George Gilchrist @GilchristGeorge · Feb 13

A2 They can, of course, do both. But, where school leadership deeply understands the power of focused collaboration and dialogue, then they are more likely to create systems, structures and cultures to support this **#debatED**

7

Diana Tremayne and 4 others liked

Rachel Lofthouse @DrRLofthouse · Feb 13

Replying to @LouMycroft @KaySocLearn

So, is there a real difference between teachers working together authentically or performatively? I wonder whether the latter could be conceived as co-operating with someone else's narrative rather than creating your own? #debatED

5 3 8

Diana Tremayne and 3 others liked

Lou Mycroft @LouMycroft · Feb 13

Replying to @DrRLofthouse @smfeasey @KaySocLearn

Big yes from me. Management is about HR and performativity in my book. I wonder if it's unneccessary. I know it's axiomatic in education, but I want to find new ways of working #debatED

2 1 4

Daryn @darynsimon · Feb 13

Replying to @KaySocLearn @DrRLofthouse and 2 others

Yes, totally agree. One of the problems of working in an audit culture of performativity where everything is judged on inputs and outcomes #debatED

2

Q3

If you could make one change in how teachers work together what would it be?

Leanne @lcatherine91 · Feb 13

Replying to @DrRLofthouse

The time to work together and share ideas. I think we often take bits and pieces from each other's teaching without seeing it in action/ discussing the purpose of it. Having the time to collaborate effectively could be very useful. #debatEd

1 3 4

Chris Reddy @brightwayscoach · Feb 13

Replying to @smithsmm @DrRLofthouse and 2 others

I feel more than ever #NQTs have a tough ride, even from parents now. They need support & #coaching from day one in the knowledge that mistakes make a #teacher. Just like it does a #student.
#debatED

2 5

Sarah Jones liked

Talk for Teaching @PaulGarvey4 · Feb 13

Replying to @DrRLofthouse

I'd get them into other teacher's classrooms, as often as possible and always with someone else, (or several/quite a few!) to talk to the Ps and the T and access the collective intelligence of their school. **#debated**

1 1

Daryn and 1 other liked

George Gilchrist @GilchristGeorge · Feb 13

A3 To ensure that there is a clear, and mutually supportive, focus for such collaboration, with success measured in terms of impact for all learners, which is why I like enquiry approach so much **#debatED**

5

Chris Reddy and 2 others liked

Kay Sidebottom @KaySocLearn · Feb 13

Replying to @DrRLofthouse

Develop cultures where teachers are trusted and give them time to rediscover love of their subjects and pedagogy. Encourage projects outside of organisations...give teachers control over and choice of their CPD. **#debatEd**

4 5 12

There seems such appetite for collaboration, but perhaps insufficient opportunity in current education cultures. I see the work used in policy documents about how schools will work together (as MATS, in Teaching School Alliances, to run SCITTS etc). Perhaps we could pay more attention to how teachers can enjoy, and learn through more genuine collaboration.

Let's talk more about Followership

A Research Working Paper by Lewis Fogarty

Abstract

The importance of people in educational institutions should not be underestimated, and the importance of developing followers within their school organisations should be a school-wide focus. However, in the current educational climate, with the multiplicity of demands already on school leaders, effective followership can be wrongly assumed (or taken for granted) and the follower-leader dynamic can be negatively impacted on. This research explores the drivers and inhibitors of the follower-leader relationship and considers other influencing factors that contribute to organisational and personal outcomes. With teachers' professional status and agency being eroded, and teacher attrition rates perpetuating, the time is now to promote followership as a panacea. With more sustained effort to develop teachers, the followers in schools, they can be better equipped to form a more secure and active workforce, with greater agency, developing more productive relationships with colleagues, leaders and students. From there, with reaffirmed stability, teachers' professional status can be reborn and the profession as a whole may become less fragile.

Introduction

People are the one of the most important resources in education and the effective leadership and management of people is vital to the success of all educational organisations (Kydd et al, 2003). The copious amount of research into educational leadership accentuates this. However, little time seems to be invested into understanding and developing followership skills. This may be because most leaders assume individuals within their organisations know how to follow (Schindler, 2012). It is also suggested that until more recently, the focus of research was asymmetrical, with followers being more of an after-thought and significantly undervalued (Baker, 2007).

In education particularly, the degradation of teachers is omnipresent. Core areas of education including pedagogy, partnership and professionalism have been increasingly controlled by central government, who have been relentless in their increasing interference with education policy as a whole, and in particular in ITE (Hill, 1997). As a result, there has been a narrowing in the purpose of education and a shift in perception of the role of the teacher in England.

Excessive government control and market forces have resulted in a restriction being placed over the pedagogical relations teachers are able to form with their students, colleagues and leaders. The inability to form productive relationships can have far-reaching impacts within schools. This paper sets out how unified relationships can be formed and strives to raise awareness of followership and the tenets contributing to productive follower-leader relationships. With stronger consideration for the need for teacher judgement and agency, a more appealing trajectory for teachers may be able to emerge. Developing exemplary followership is integral to this.

Literature review

The emergence of followership research came from the pioneering work of Robert Kelley (1988, 1992) and Ira Chaleff (1995). Their typologies of followership have been operationalised by many research since, all contributing to the perpetuating growth of followership research. Followership is "the act or condition under which an individual helps or supports a leader in the accomplishment of organisational goals" (Wrench & Punyanunt-Carter, 2012, pp. 304). Momentum has grown and more recently leadership has been seen as a process that is socially co-created by interactions between people, (Uhl-Bien et al, 2014). With this in mind, there is a clear necessity for a more enhanced understanding of the tenets of this interaction.

Firstly, I will set out the current understanding of different types of followership. Both Kelley (1992) and Chaleff (1995) agree that there are different patterns of followership behaviour, there is a difference between effective and ineffective followership, and that followers can and should influence their leaders. Both Kelley's (1992) and Chaleff's (1995) typologies are outlined in more detail in appendix 1, along with Roger Adair's (2008) model which goes further to explore how different patterns of followership behaviour can influence a follower within an organisation. Interestingly, he incorporates job satisfaction and productivity to suggest a followers turnover intentions. There is clear harmony in the belief that there are different types of followers with varying levels of desirable characteristics.

The other work included in appendix 1 is from Thody (2003), the only existing followership research (at the time of writing) that was conducted explicitly in schools. She developed her own lexicon for followers in educational organisations that included more positive words. This

typology depicted both positive and negative holistic personality types (HPT) and specific roles (SR). HPT's are innate characteristics, such as the desire to survive, that are present regardless of leadership style and context. SR's are characteristics a follower will elicit depending on the leadership style and organisational context.

Identifying patterns of followership behaviour allow us to consider how they may interact with leadership patterns of behavior in to construct leadership styles (Larsson & Lundholm, 2013). They must work to complement one another to improve personal and organisational outcomes. Gardner et al (2005) suggests that all too often, followers have tragically misplaced their loyalty, as recent ethical meltdowns by leaders of a host of Fortune 500 companies attest. Not to mention in world altering military situations. Therefore, the emancipatory benefits of research adopting a relational follower-centric approach could be unequivocal both within and beyond educational industries.

Existing research, although providing detailed descriptive information on follower typology, does not sufficiently aid the development of the follower, nor of the leader. Uhl-Bien et al (2014) go further to consider the co-influence of followers and leaders but do not consider follower perceptions, only their behaviours and characteristics. Perceptions and environment have insurmountable importance in the development of one's identity (Grotevant, 1987), they can be the difference between viewing a leader as autocratic or democratic (Colangelo, 2000), as well as having transient impact upon outcomes on a personal and organisational level. This research, does consider these influences.

Research questions

This research investigates the role of the follower in co-constructing the follower-leader relationship and organisational and personal outcomes in the educational setting.

1. Are patterns of followership different among followers? If yes, what may be responsible for this?
2. To what extent do followers perceive the leader-follower relationship to influence their organisational and personal outcomes?

Methodology

This research has two phases, firstly, a questionnaire containing twenty-three questions adapted from Smith (2009), as well as some additional demographic questions and a self-positioning task.

These were completed by nineteen participants. Secondly, a semi-structured interview centered around six topics (followership, leadership, job satisfaction, organizational outcomes, relationships and role/work intensification) was conducted with six of these participants. The aim was to gain deeper insight in what drives and inhibits followers.

Results and Discussion

The quantitative data confirms there was a good representative sample of the organisation with a good range of ages and experiences. Results showed that nearly all participants (79%), positioned themselves in the exemplary follower category, similar to the data from questionnaire responses. This finding is in keeping with that of Fobbs (2010) who found that 86.7% of the respondents self-reported themselves to be exemplary followers.

Qualitative data analysis revealed several themes as shown in table 1. Most supporting extracts were found relating to driving perceptions of followers, inhibiting perceptions of leaders and the positive personal outcomes. Driving can be described as positive or supportive and inhibiting can be described as negative. This appears to question the level of impact perceptions of leaders actually have on patterns of followership

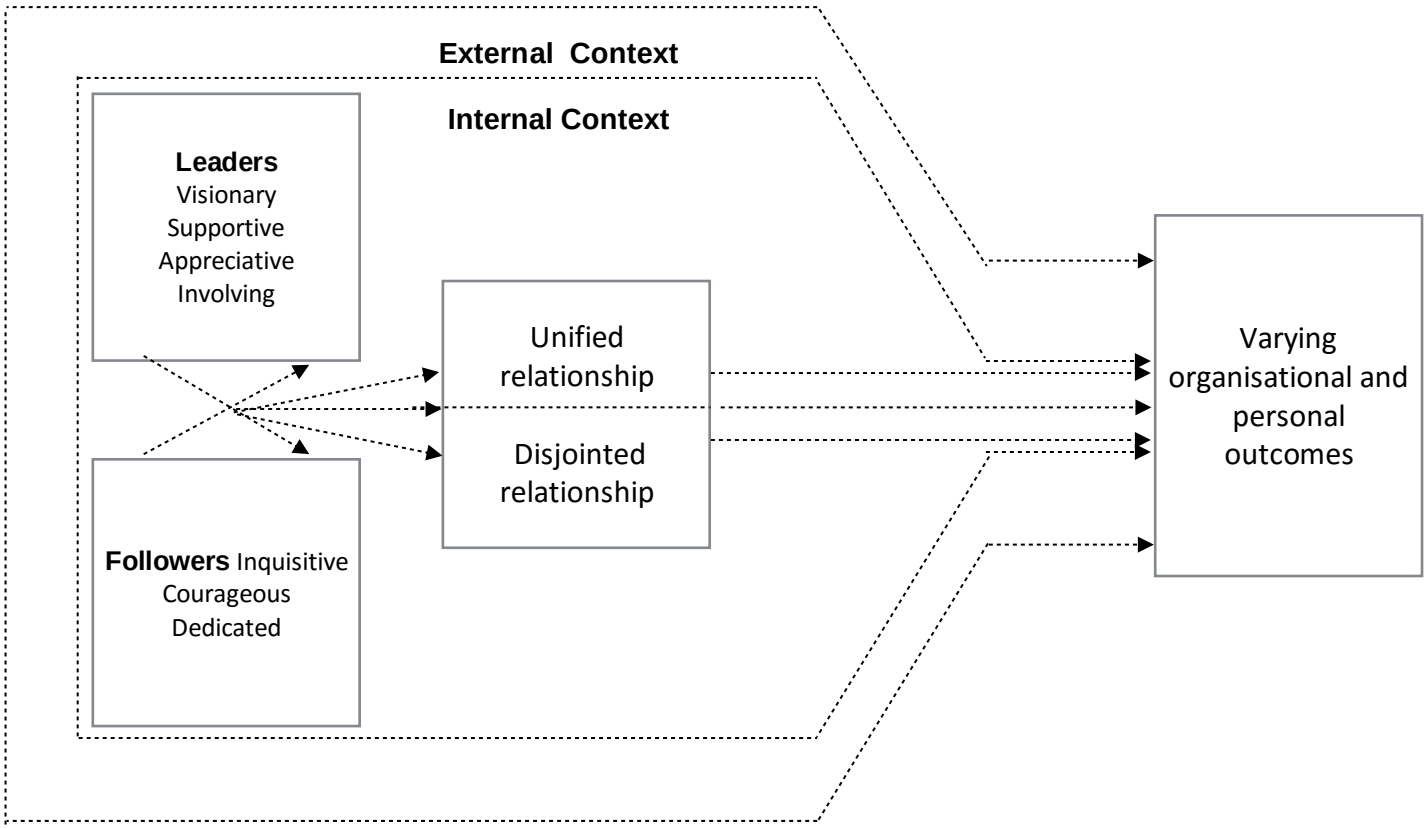
Table 1: interview thematic information

Theme	Sub theme	Identified with	Identified by
Follower perceptions of context	Change	7 extracts	2 of 5 participants
Follower perceptions of followers	Inhibiting	6 extracts	3 of 5 participants
	Driving	16 extracts	5 of 5 participants
Follower perceptions of leaders	Inhibiting	13 extracts	5 of 5 participants
	Driving	1 extract	1 of 5 participants
Follower perceptions of follower-leader relationship	Inhibiting	9 extracts	5 of 5 participants
	Driving	8 extracts	5 of 5 participants
Organisational outcomes	Positive	4 extracts	4 of 5 participants
	Negative	4 extracts	3 of 5 participants
Personal outcomes	Positive	15 extracts	5 of 5 participants
	Negative	13 extracts	5 of 5 participants

behaviour, however, further thematic analysis was needed to identify specific inhibiting and driving factors.

Figure one is the product of the further analysis and forms the Followership Identity Theory. This theory unpacks the drivers and inhibitors of follower-leader relationship. Through interaction, leaders and followers will display unique strengths and weaknesses of the core components leading to one of two types of followership. As Grotevant (1987) posited, the process of identity formation consists of five interacting elements that form a loop providing feedback to consider if there is a good of fit between the new sense of identity and the environment or not, perhaps leading to further identity exploration or stability. If a follower perceives stability and satisfaction, a unified relationship identity formation is developed, and factors relating to positive personal and organisational outcomes are more probable. If a follower perceives a disjointed relationship, there is a higher probability of disgruntlement and disengagement (Chaleff, 1995; Kelley, 1992).

Figure 1 – The Followership Identity Theory



Although the components present in exchanges between followers and leaders are integral, they are not without influence from the internal and external environments of the organisation and policy nationally; signifying the importance of context when consider the perceptions of the follower in different situations. Within education in particular there are many different relationships, sources of influence and of challenge; where each day truly is different. This has been unabated in the UK due to the increased interference from government, for example, around control of the school curriculum and accountability of teachers (Gillard, 2005).

Conclusion

Support has been found for typologies previously identified, (Kelly, 1992; Chaleff; 1995, Thody, 2003; Adair, 2008), as well as further strengthening of the role of leaders and the environment in outcomes for followers and therefore the organisation as a whole. The emerging framework highlights seven core components that contributed to followers' perceptions of their organisation. These findings may have implications for the inner workings of educational organisations. Organisations and leaders also must recognise the changeability of these identity developments within a turbulent educational environment both internally and externally. Further research is needed to affirm the connections and influences of the core components identified in the Followership Identity Theory. Through deeper exploration, a greater understanding of followers may transpire and be beneficial to followers, leaders, and organisations throughout education and beyond. With the multiplicity of demands currently in education, there needs to be a collaborative effort to establish a more robust and continuous teacher development system. The importance of relationships within this must not be understated. Within this system, a focus on developing exemplary followers could result in a more secure and active workforce who have greater agency, job satisfaction and organisational commitment. From there, with reaffirmed stability, teachers' professional status can be reborn and the profession as a whole may become less fragile.

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Appendix 1

Prevailing types of followership (Kelley, 1992; Chaleff 1995; and Adair, 2008 combined and Thody, 2003 separate))

Type	Terms	Description
1	Alienated Individualist Disgruntled	You are a bit of a maverick who thinks for yourself and have a healthy skepticism and seeing things for what they really are. You often play devil's advocate and see yourself as the organisations conscious. You provide little support to your leader and have no problem challenging them. Middle to low job satisfaction and productivity and can be toxic to the work environment.
	Alienating	Withdrawing from follower-leader relationships (Thody, 2003).
2	Exemplary Partner Doer	You are focused and committed and use your initiative to increase your organisation's effectiveness. You are proactive and competent, before taking a stand you seek wise counsel. You work within the systems and frame your position so it will be heard. You are both supportive and challenging to your leader, you believe you have a stake in your leaders decisions and you will offer your thoughts if you feel the leader is making a mistake. You will provide the most informed support possible to your leader. Highly motivated and always looking for bigger and better things. Be it in their current organisation or a new one.
	Exceptionals	Support and work closely with leaders, (Thody, 2003).
3	Passive Sheep Disengaged	You rely on and follow instructions given to you by your group leader. You let those who get paid for it handle the headaches and only take action when the leader instructs you too. You provide little support or challenge to your leader. You struggle to see the value in your work so do what you need to get by and nothing more. you have a low levels of organisational commitment.
	Dependents	Require guidance every step of the way, (Thody, 2003).
4	Conformist Implementer Disciple	You are a team player who accepts assignments easily and are happy to do the work. You trust and are fully committed to the leader of your group and seek to minimise conflict. You will support your leader in anyway possible, even if this means making a mistake. You see your job as simply to take orders and not to question those orders. Highly satisfied in your work and highly productive, you have full belief in your organisations overarching goals.
	Loyalists	Grant their determined and unwavering loyalty to the leader, (Thody, 2003)

BrewEd: Pints, pedagogy and the birth of a grassroots movement

A Practice Insight Working Paper by Daryn Egan-Simon and Ed Finch

We have often thought that one of the best things about an education conference is the 'after party' where you congregate with colleagues in a nearby pub to discuss the day's proceedings over a well-deserved drink. Now, imagine an event that heads straight to the bar. BrewEd started life as a little more than a wishful and vague idea to bring educators together on a Saturday afternoon to discuss and debate policy, practice and pedagogies. The inaugural BrewEd unconference was held on 11th November 2017 at The Greystones pub in Sheffield with a second event at the Jolly Tap in Wakefield in January 2018. BrewEd events are now scheduled across the country from Lincoln to Leicester and Oxford to Chester. The format is fairly simple; book a nice pub (or brewery) with a good selection of beers, confirm a date, sell some tickets and put together an interesting and thought-provoking programme. BrewEd is a grassroots movement in the truest sense of the word; it is for educators, organised by educators and attended by educators. Anyone, anywhere can organise their own BrewEd event, however, we do have some guiding principles which we hope others will adopt too. This article provides a brief overview of these principles whilst hopefully providing further guidance for anyone wishing to organise their own event.

Inclusive:

We believe that the pub is the broadest church, it really is what makes them so special. BrewEd hopes to be an agent to find commonality in the teaching profession; across sectors, subjects, age groups, and pedagogical groupings. BrewEd events are also small and intimate with tickets being limited to approximately fifty per event. As wonderful as large conferences are they can also be overwhelming for some people. Attendees are often more inclined to contribute to discussions when surrounded by fewer people. Also, as there are no breakout sessions connections can be made and networks grown as you spend the day with a relatively small group of people.

We would also like as many people as possible to be able to attend BrewEd events so, as such, tickets should be

affordable. Tickets for Sheffield and Wakefield cost £5 and included an arrival drink; tea, beer, wine or the equivalent tipple. Most venues will let you hire a room for free on a Saturday as the thought of having 50 teachers drinking and eating makes very good business sense for anyone who knows the profession. Keeping costs low helps with inclusivity as educational conferences can be quite costly once you factor in travel, accommodation and such. The more local events that are organised, the more inclusive BrewEd will hopefully become.

Positive:

BrewEd events should provide a space to share and challenge ideas and promote robust debate in respectful and congenial terms. Yes, we often disagree with each other but we can do that with good manners and good grace and without casting aspersions on each other's intelligence. There is plenty to be unhappy about in the world of education and it is quite easy to get drawn into the toxicity and negativity. Whilst there is plenty of scope to critique the status quo, BrewEd events also provide a platform to present alternative voices and narratives for systemic change.

Philosophical:

BrewEd events are not for sharing teaching tips. These sorts of events are hugely important and much needed in what can be an isolating profession, however, there are already plenty of them in existence. Instead, BrewEd events should provide a space for deeper and wider philosophical discussions such as *what is the purpose of education? How might education be reimagined? Do teachers have a sense any autonomy? Should children and young people have more agency in schools?* Some CPD events give us ideas for what we could try on Monday morning, BrewEd events hopefully give us ideas for how we can transform our practice and profession.

Dialogic:

There are no keynote speakers as such. Presentations are great (and are a part of BrewEd events) but it is conversation that brings us together. BrewEd events provide lots of space for discussion which can be instigated through short presentations, panel discussions or debating where William the Conqueror was crowned during the Edu Pub Quiz. Lots of time should be factored in for talk. Ask people to move around so they have the chance to talk to as many people as possible. It's a small group which can lead to a large network of practitioners. If it's about anything, BrewEd is about debate. As such, try to include a panel discussion with a motion and some key questions. At the Wakefield event the

panel (and other attendees) debated the motion.

'The teaching profession needs to find a sense of collective ambition if it is to bring about real change'

This was simultaneously discussed on Twitter through @ed_debate (#debatED) which is a weekly online Twitter debate around educational topics.

Engaging:

BrewEd events should have an engaging and varied programme. Examples from previous events include presentations and subsequent discussions around the age-appropriateness of picture books, the neoconservative war on the youth, challenging Bold Beginnings, developing whole school positive cultures, 'flipping' the education system and exploring teacher identity. Events should be low-tech so people are not over-reliant on PowerPoint presentations, in fact, at Wakefield there was no computer or screen to use as a visual aid. Also, the event should finish with an almighty pub quiz (mix people up, get them into teams, let them take part in a shared endeavour). There is something about a pub quiz that really brings people together for a bit of laughter and healthy competition.

Independent:

BrewEd events should be free from sponsorship. This is not a criticism of events which rely on sponsors to run as conferences can be costly; especially when you have to pay speakers or travel expenses. Everyone who presents and attends BrewEd events does so voluntarily. Thankfully there are lots generous people out there who are willing to offer their time without cost.

Last orders…

BrewEd is still in its infancy. It is growing as an idea, a concept and a real grassroots movement for educators. We want to continue to build on its success by bringing people together to share a beer, promote and challenge ideas, discuss and debate educational issues and make new friends from across phases, settings and pedagogical persuasions. For this to happen will take a collective effort so please join us at an event or, better still, collaborate with a group of colleagues and organise your own.

Further information:

There is a step-by-step guide on organising a BrewEd event here:

https://wordpress.com/post/lifethroughacriticallens.wordpress.com/160

All BrewEd events are promoted on Twitter (@BrewEd2017) and posted on the events page:

http://brewed.pbworks.com/w/page/120273042/FrontPage

Alternatively, if you'd like to have a conversation about organising an event then please contact either @darynsimon and @MrEdFinch through Twitter

Video Coaching to Improve Teaching through Guided Reflection

A Practice Insight Paper by Casey Kosiorek & Jim Thompson

In the United States, other than education students preparing their certification with the Educative Teacher Performance Assessment (edTPA) there are few examples from our knowledge of wide-spread integration of using video with the support of an instructional coach to improve teacher pedagogy.

Jim has taught at the university level for 15 years, with most of that experience teaching undergraduate and graduate teachers in training. From his experience and the experience of most of his students, the vast majority of their preparatory experience was based on seat time or clock hours in a class. There were courses on Foundations of Education, Literacy, Mathematics Methods, Integrating Technology, Educational Psychology and on occasion he found a program having a course entitled Classroom Management; but no courses whatsoever devoted to improving instruction with video coaching. When he asked folks about their work in such courses they reviewed that the course was pretty much reading and discussing a couple of books and little if no discussion about the effective instructional strategies that would result in more effective student learning. There was no work in actual classrooms where students would apply ideas with video and then be coached by the teacher or their colleagues.

During our experience with implementing video coaching, we heard many current teachers indicate that: “They didn’t learn how to teach in teacher’s college.” They may or may not have had a positive pre-student teaching experience working in a classroom; they may or may not have had a positive student teaching experience where they were coached by a champion teacher; they may or may not have had an outstanding mentor assigned to them when they landed their first job. And they all agreed that students are evidencing more needs than ever and that the state and district are demanding higher and higher levels of performance. The vast majority shared that video was never used throughout their program to help them reflect and improve their instruction.

As a result Colleges and universities have attempted to recalibrate their approach to preparing prospective teachers for the profession, but it is evident that teacher preparation must continue to evolve with more emphasis on teaching experiences that provide opportunities for feedback and reflection on a continuous basis.

It's not just our postgraduate teaching preparatory programs that struggle with this mission; the field of K-12 education owns a big part of this dilemma as well. Once teacher candidates enter the system, we continue to miss the target by not providing opportunities for them to improve their instruction.

Whether in theory or action, most would agree that the teacher makes the difference with student success. Arguably, we can debate other factors that may influence the learning process, but at the end of the day, the quality of the teacher has the greatest impact on students. We believe this is true from relationship building with students and their families to the instructional strategies and assessment methods used in the learning process. We want teachers to be great every single day by knowing the most effective way to reach all of their students. Teachers put their blood, sweat, and tears into their work, and parents put their trust in our teachers to teach their children.

Most professions have a rigorous approach to learning their trades, whether it is developing the skills to become a mechanic or a dentist. We all want the best. We wouldn't go to a second-rate physician if we had a serious health condition or a subpar attorney if our conviction depended on it. Somehow teachers slip through the cracks. Doctors go through a year of residency after four years of medical school. Other professionals serve in positions with increasing levels of responsibilities with direct supervision and feedback every step of the way. We owe teachers more than what they're getting.

Many of the experiences teachers have once they have entered the field with professional development fall in one of the following categories:

- Much of the professional development time is spent in a lecture format — "sit 'n git" — with a great deal of theory and little or no attention to what good instruction looks like and how to make it happen consistently.
- Many professional developers do not have the expertise with classroom instruction or have not

been in the classroom for many years.

- Teachers rarely have the chance to work in a guided systematic approach on why a lesson did or did not “go well.”
- Principals meet with teachers to review lesson plans, but the conferencing about teaching often comes after observing several lessons, so feedback is often generic (“You are doing a good job with transitions between activities so little time is wasted” or “Be sure to wait a few seconds after asking a question of the class to give everyone time to formulate an answer.”) Helpful information, to be sure, but seldom are comments connected to a specific action which can be replicated or applied.
- Teachers never see what they are doing actually looks like — good or bad.
- There simply are not enough opportunities to talk about good instruction — to see it modeled, to practice it, and get specific feedback.

We are convinced the answer could be found in the realm of video coaching. We experimented with the notion of recording a teacher’s instruction. A willing classroom teacher had video-recorded a number of his lessons and allowed us to view them. Then we sat down together to discuss exactly what we were seeing. The teacher was energized by the undeniable evidence of their own actions, both those that were effective and those that were not. We discovered that the teacher, who was seeing himself teach for the first time, was very capable of identifying those teacher actions that needed to be altered to produce more desirable results, but the lightbulb went off when we realized that the experience could be enriched with the guidance of an instructional expert.

We started small. In the first year, we worked with about a half dozen volunteer teachers. Within four years, the number of schools participating had increased dramatically. Part of our journey has been understanding how important quality control at every juncture is in maintaining credibility and building trust.

The most direct route to improved instruction is to refocus and support teachers on their teaching by having them reflect on their own practice in a safe environment with a trained coach in response to incontrovertible video evidence of the instruction they deliver in their own classrooms.

What is Video Coaching?

Video coaching is the use of video-recording technology to complement the work a teacher is engaging in with an instructional coach. Knight (2007) described instructional coaching as the relationship an instructional specialist has with a teacher in which evidence-based best teaching strategies are incorporated into a participating teacher's approach to instruction. Reflection is only possible after an instructional coach and teacher have developed a positive exchange of trust, good communication, and specific feedback (Knight, 2007). The coach acts as a guide, providing instructional tips, ideas, and encouragement.

In our model, teachers utilize video to record their instruction. We utilize the Swivl robot (www.swivl.com) partnered with an iPad or smartphone. The teachers start by recording a portion of a lesson, then review and reflect on what they have observed by themselves and complete a written reflection. Once the written reflection is completed it is shared with the video coach. This provides important information to the coach as the teacher and coach enter into their first coaching conference. The teacher and video coach then meet in person to discuss the reflection. The meeting takes place prior to discussing what they would like to focus on in future recording and coaching sessions. In the video coaching model, the coach is not present during the recording of teaching as the goal of the recording is to capture the teacher's instruction in the most organic state. When the lesson recording is completed it is then uploaded to the Swivl video software so that the teacher and coach can view the video separately, reflect on it and comment on what they observed. The teacher and coach then meet to discuss the lesson and agree on areas for growth and strategies for improvement.

The Secret Sauce of Video Coaching

We believe that there are six ingredients in the secret sauce of a successful video coaching program that, along with the coach, are integral to the implementation and sustainability of quality video coaching. The ingredients included in the approach being: Non-evaluative, confidential, optional, embedded, ongoing, and reflective.

Non-evaluative. Although video coaching provides a systematic approach for a teacher to work with a coach to evaluate his or her practice, it should be non-evaluative in the sense that the teacher is not rated for the purpose of making an employment decision. Once teachers recognize that the coaching process is a safe environment, they are more likely, to be honest with themselves and the coach.

Confidential. Confidentiality is closely aligned with the program being non-evaluative. Whatever is discussed in the coaching cycle between the teacher and coach needs to remain between the two as this element supports the risk-taking and vulnerability necessary to grow through the video coaching model.

Optional participation. Optional participation means that teachers have the choice of whether or not they will participate in the program. The fact that the program is not mandated or forced on teachers is an important element to its success, especially in the early implementation stage.

Embedded. We all need to be learning at all times. When a skill is a part of our daily learning and is meaningful to the work we do, it becomes important to us. The skills and feedback that are gained from video coaching must be applied immediately to teachers' instruction with students. This application provides a teacher with the opportunity to practice the newly learned skills in an authentic environment.

Ongoing. Ongoing refers to the concept that teachers apply feedback to their practice on a continuous basis. Video coaching cycles are encouraged to continue until the day a teacher leaves the profession. The goal is to be in a continuous state of improvement.

Reflective. Having the opportunity and skills to look back at an action and think about it is an important part of improving. The use of video provides a recording similar to the methods used in athletics. Whether it is improving your golf swing, identifying who missed his block in a football game or improving your teaching, reflection is a key part of the process.

We hope you are convinced of the potential power of video coaching that we experienced and consider transforming your school for your teachers and students.

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Stuck in the Twilight Zone: Guiding Trainee Teachers across Tricky Terrain

A Thinkpiece by Jo McShane

It took me a decade to see it. I spent ten whole years engaged in mentoring, training mentors to mentor, training trainees to be mentees and not once did I look into it or even recognise its existence. I dare to stand of the edge of it now. Sometimes I even think I bridge it, all but briefly; that yawning void between different contexts in teacher training. Many an erstwhile seeker has become engulfed in the shady underworld that seems to exist (for some) between the encampments of the ITT provider and the teaching placement and, while the vast majority manage to climb the ladders offered by effective coaching, mentoring and peer support, some are lost forever.

Current prophecies of doom predict that we need to successfully train at least 30.000 new teachers per year to even begin to plug the shortage threating schools in 'cold spots' across the country. With this pressing urgency, we must brace ourselves to address and diminish the spaces in which we lose potentially great teachers.

Defining the Space

'Things aren't all so tangible and slayable as people would have us believe; most experiences are unswayable. They happen in a space no word has ever entered….' Rainer Maria Rilke, Letters to a Young Poet

Between 'precision grading' of trainees' progress against the weighty sub-standards and the rich mines of pedagogical gems offered by the ITT provider lies a place that is difficult to capture or describe. Trainees often find themselves trapped between two worlds and unable to assimilate the learning from these positions which appear to be quite polarised in their consciousness. During hours and hours of tutorials, I began to gain an understanding of the dichotomy some trainees experienced as characterised by the outcomes of semi-structured interviews conducted in 2015.

When asked how their university-based training and school placements combined to enhance their professional learning, almost all responses fell into one of the following categories:

1. They don't
2. When I wrote my last essay I realised what it's all about
3. My lesson planning has taught me more than the theory

It quickly became apparent to me that this limited integration must be down to our inability as a sector to recognise the complexity of movement between the distinct social realities of University and School (let alone departments and pastoral systems within school placements).

Almost by chance, I became engrossed in Engestrom's (2001) theory of the crossover between social worlds known as 'Cultural-Historical Activity Theory (CHAT)'. The intricate functioning of social worlds in which trainee teachers operate as agents, their distinct rules, roles, methods and objectives and the differences between those and the activity structures within the training provider are well captured as 'inter-practice boundaries' by Tsui and Law, 2007 p 1290).

Trainee teachers must adjust to vastly different social and cultural expectations if they are to succeed, and it appears that they are expected to do so without any explicit reference to the need to bridge these complex spheres. A number of studies have recognised this inherent tension referred to by Taylor (2007, p 65) as a 'twilight zone' which is characterised by 'conflicting expectations and beliefs and can result in (student teacher) learning being fragmented between theory and practice, thought and action rather than seamless.'

Sadly, each February would bring a trail of downtrodden tutees trudging to my office, disenchanted and on the verge of quitting because they'd lost sight of where they were meant to be and why they'd set off on this haphazard adventure into professional life. If only I'd understood that language of CHAT when counselling the few who quit, because too many exits bore the same hallmarks:

- 'I don't know where I fit'
- I'm just exhausted trying to meet expectations I can't understand'
- 'Everyone in different departments tells you to do different things'

Although Toomela (2008) criticised CHAT for negating the role of the individual by focussing on larger 'activities' such as learning to teach in the classroom and lecture theatre, I do feel the structure offered provides those leading ITT programmes with a way of identifying and preparing trainees for the complexities of transition from training to placement. As Maria Rilke's words illustrate, trainee teachers can find themselves lurking

between intangible social constructs accompanied by feelings of being peripheral, judged and plain-old lost.

However, not all is doom for the crossers of chasms. Engestrom's description of 'critical conflicts' (2008, p 13) highlights the expansive possibilities of learning from the tensions between training settings which arise from a trainee's need to set new professional boundaries in response to the evolving needs of their practice. Is it then possible or even essential to equip trainee teachers and their mentors with guide ropes and a crash helmet during this critical phase along with a large sack in which they will harvest the goodies generated by success? As every teacher knows, training on placement can be fraught and even involve the need to challenge authority in order to make progress in developing highly refined pedagogy. As Engestrom (Ibid) stated, 'When new dwellers enter the zone, they both adapt to the dominant trails and struggle to break free from them. The latter leads to critical conflict….'(p. 13).

Can we encourage mentors to explicitly recognise and steer the production of new practice knowledge from phase of tense 'cross-over'? Certainly, the placement failure narratives I've collected describe 'defiance', 'starting things from scratch' and 'wanting to do things their own way' as key limiters to progress. Is it time to look into the void with confidence, to acknowledge the need to sink into it and reach out via responsive mentoring to develop ways to climb up and out?

To conclude, I argue that teacher education programmes should:

- Recognise the differences between school and training settings
- Explicitly prepare trainees for transition between these spheres and
- Develop coaching and mentoring that maximise the learning available from this transitional phase

Though we cannot fill the void nor escape from it, we can certainly begin to address some of the obvious reasons why countless, potentially brilliant new teachers find themselves swallowed up within.

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Walking and Talking:
An insight into a mentoring relationship (elite level Futsal)

A Practice Insight Paper by Steven Tones and Ian Bateman

This paper:

Both: This paper is concerned with Coach Mentoring in elite level Futsal. It is very much a 'Practice Insight Working Paper' and is designed as such – i.e. positioning some of our thinking in preparation for a presentation at the forthcoming FA Mentor Coach Conference at St. George's Park in early March 2018. It contains much of our joint (emerging) thinking about dialogic mentoring, carried out through mentoring episodes (between January 2016 and May 2017) that involved walking and talking. Also, and in particular parts of this paper we have included our individual voices (only really providing a snap shot) to reflect some differences in our learning through the mentoring process.

Aim of the Mentoring project:

Both: In many ways our coach mentor relationship had been established informally, before it ever became formalised (if there is such a thing). Perhaps it is important to stress this, in the sense that only in more recent conversations have we begun to realise that there were some underpinning aims that framed our mentoring relationship – *(and perhaps the significance of this needs to be discussed beyond the scope of this paper).*

Steve: In my mind the aim of the mentoring process was to support Ian in enabling him to coach England PS Futsal to a World Championship gold medal…and in doing so, learn more about mentoring in elite level sport.

Ian: To provide the players with the best opportunity to win gold medals...to do this there needs to be a full support network for the players and also for the staff including the head coach… I also want to be the best coach that I can be and need a person to talk through ideas, issues and challenges… I need to have my thinking challenged, which can be a different type of support.

Background underpinning - Dialogic Mentoring:

Both: This work and been informed (and underpinned) from a number of perspectives, including - Bekenko and Gantt's (2000), ideas of dialogic mentoring as being collaborative and reciprocal; Alexander's (2008); thoughts about the power of talk to stimulate and extend thinking; Senge's (1990), and Isaac's (1993), ideas that open discussion promotes shared thinking and perhaps allows for new levels of insight. Linked to these thoughts about dialogic working, we were also and perhaps increasingly drawn to Nahmad-Williams and Taylor's (2015), READ model - which recognises the importance we should attach to: the space (environment) in which the mentoring activity takes place; the trust and kindness required (about what we say and how we say it); the joint experiences being mutually productive; and the value of a non-judgemental relationship affirming the worth and potential of those involved. In addition we have also given some thought about positioning dialogic mentoring in a theoretical frame, and are beginning to see possible threads with aspects of social construct learning and maybe the ideas of Vygotsky's (zpd) and Bruner's (scaffolding), fit well here?

Walk and Talk Coach Mentoring episodes

Both: All of our mentoring episodes took place in the form of **'walk** (movement) and **talk'** (listening, thinking and speaking) sessions – allowing us to be side by side - so that the conversation had the opportunity to ebb and flow and pause for listening and thinking. *We have come to know that* thinking, talking, and walking has a deep historical frame and this is interesting. Aristotle was said to have walked as he taught, and the links between deliberation and walking is well made through the work of Hegel, Kant, Kierkegaard and Wordsworth**.** Perhaps linked to this and arguably more recently, other values to walk and talk have emerged – for example,

- *Problematizing;* Problem solving can be enhanced by the physical activity of walking ("thinking on your feet"), as well as informal interactions among people (see, www.feetfirst.org).

- *Creating;* creativity can be enhanced when people are physically active, as visual and auditory ques are stimulated (see, Oppezzo and Schwartz, 2014).

- *Socialising;* relationships can be developed when, often that spontaneous mixing that occurs when

two or more people on a walk can enhance interactions (see, Iowa Walking College, 2018).

- *Decisioning*; walking meetings help prepare for decision making and can result in more options for consideration (see, Iowa Walking College, 2018).

- *Therapying;* walking, can be conducive to the process of self-discovery and easier engagement…helping to become 'unstuck' (see, Hayes, 1999).

Very recently we have become interested in the work of Gallagher, Prior, Needham and Holmes, (2017), who's work on listening walks provides yet another valuable dimension to the learning process - as they position listening walks as a way of provoking learners to listen anew. In addition to this, the interesting yet perhaps more abstract idea of a 'derive' (Debord, 1958) has also begun to stimulate our thinking about walk and talk.

Mentoring 'during' and 'between' Futsal competitions:

Both: Perhaps as a reference point it is worth noting that the mentoring episodes (that informed this paper) happened *'during'* or *'between'* major International Futsal competitions and were consequently structurally and contextually very different. Mentoring *'between'* competitions allowed for sessions to be planned, as diary sessions, often instigated by either one of us; lasting between 1 – 2 hours; often with a multi focused agenda – i.e. we covered a lot of ground (both figuratively and practically – up to 10km). Mentoring sessions *'during'* competition were different in that they were more spontaneous, often impromptu, as needed, but again instigated by either one of us; the mentor episodes were shorter in time, sometimes lasting only 15 minutes; and consequently with an immediate and specific problem to share or solve.

We recognise that more can be said here, and as indicated earlier this perhaps requires more space and time!

Recording thoughts, ideas and happenings

Both: As part of the walk and talk process we had also agreed to record our thoughts, ideas, and happenings on paper (often immediately after a mentoring episode). In a sense, this was one important way of containing our thinking and particularly in to help us sift and sort ideas that we thought important for each other. In many ways it became almost a

reflective think book (Watkins, Carnell, Lodge, Whalley, 2000).

Steve: I felt it often helped in the space between mentoring sessions… Importantly, we both had access to it, and we would leave it with each other – so that we could pick up things between our mentor meetings…

Ian: It provides memories and ultimately understanding on how we have achieved our success…it is great to track progress and recognise what may have helped in improving team performance over a long period of time…capturing thoughts, feelings and moments through conversations (writing and stories), photos and video has been important to the whole process of learning to win

Emerging themes in the mentoring conversations:

Both: In a review of our mentoring conversations between January 2016 and May 2017 (significant dates for us in that England PS Futsal competed in both European and World Championships during this period), several themes appeared to emerge as being important. We were mindful of how to make sense of them, and in order to help categorise we turned to the use of the FA 4 Corner Model (Technical, Psychological, Physical and Social domains – based loosely on Don Hellison's thinking (1985). Hence, the mentoring conversations/dialogue (perhaps predictably?) were about the organisation and structure of training sessions linked to match play (technical); the logistics of travelling to play and train - remembering that all England player in the squad, apart from the goalkeepers, are partially sighted and fall into B2/B3 category (psychological); maximising learning time when the squad are together and apart (cognitive/psychological); Equally predictable perhaps were mentoring conversations about patterns and systems of play at international level, in particular how Ukraine and Russia (top ranking nations) play, and how we would match up (tactical) i.e. how to win. Perhaps less predictable conversations, but arguably equally important were those about work life balance, well –being, family, ambitions, and generally coping with being a Head Coach.

What I have learnt through this mentoring relationship / process:

Both: Realistically and perhaps most importantly (and without wanting to sound glib) we have learnt (over time and sometimes hard fought) to trust each other – and value our different perspectives –

although very difficult to quantify we would both agree that we have gained enormously through working together. *I*n relation to this we have come to a better understanding of the coach mentoring process and particularly what works well for us. With this in mind, it is perhaps of no surprise that we have begun to use words such as collaboration, mutually constructive and reciprocity to describe our coach-mentor relationship.

Steve: In reading Ericsson and Pool's (2016) work…I was reminded of the concept of deliberate practice…for me, one of the most challenging aspects has been about questioning… reviewing the type of mentor questions to ask and how to ask them has been an important part of the learning curve…particularly when mentoring *during* competitions…as the stress for both of us is more keenly felt at that time…I think the mentoring episode the day before the World Cup Final in May will stay with me for a long time.

Ian: The mentoring conversations have helped provide some structure and maybe balance to my thinking…to focus my attention on what is important (in order to win at international level)…and what I can let go (for others to deal with). The mentoring conversations have also provided an opportunity (and a space) to discuss strategic ideas and sometimes be provided with an alternative perspective. Being a Head Coach can be a lonely place and having support from someone who is not judging you can be invaluable. There are many times when the content of the conversations can be very challenging…and perhaps I have learnt equally more about myself as both a learner and a leader.

Possible associated impact? – and or just for interest!

Between the dates of the Coach Mentoring episodes reported here - England PS Futsal won a *European Bronze Medal* in the 2016 European B2/B3 Futsal Championships in Turkey…and a *World Silver Medal* in the 2017 World B2/B3 Futsal Championships in Italy.

Reading that has informed our thinking and work – particularly in relation to Dialogic Mentoring:

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Go Observe… a response to #noobservation

A Practice Insight Working Paper by Rachel Lofthouse

Over the last few weeks there has been a hashtag circulating on twitter, which (depending on your mood and perspective) could either make you cry, cringe or chuckle. The #noobservation tweets have revealed a world of lesson observations and feedback which barely makes sense, and seems to have little to do with recognising learning or supporting teachers to further develop their own practice. Just a few examples suffice to illustrate why #noobservation has surfaced in some tweeting teachers' consciousness, and I would agree that if all observations were like this we should stop them immediately.

@DavidCummins86 *My #noobservation told me my jumper was too similar to the school uniform and I need to stand out. I'm a 6 foot tall man in a girl's school.*

@HannahLucyM *"I'm not sure what you can do about it but your voice is annoying" #noobservation*

@clint2921 *#noobservation in my NQT year: That was a really good lesson. The starter was borderline outstanding. But it requires improvement because no NQTS are good when they start…*

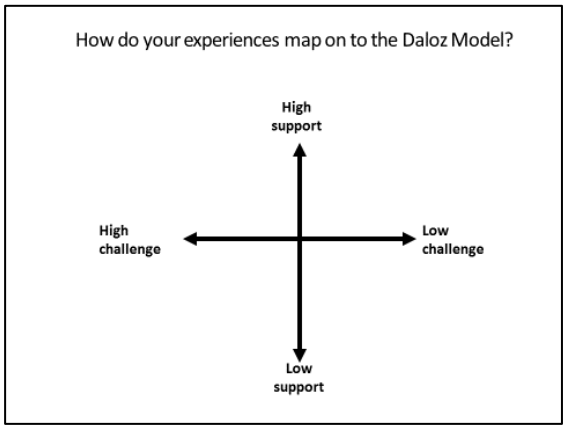
@Nicola_Threl *O inspector "There was no lesson plan. I know I am not allowed to ask for one, but not being offered one makes me think you have something to hide." #noobservation*

I don't doubt that as this hashtag has gained momentum there have been teachers wracking their memories for their most unhelpful, unprofessional or perhaps most laughable observation experiences. Most of us have at least one story to tell. There are others on twitter who have tried encouraging a more positive and productive narrative, but perhaps not surprisingly this has gained less traction (at least in my timeline). I think at least one purpose of twitter for many teachers is stress relief, a place to share minor or major woes, to gain a sense of solidarity and to laugh at some of the ridiculous experiences that our professional lives bring us. #noobservation seems to have been a good opportunity for this. Certainly it also offered pause for thought. Having spent much of my career either mentoring student teachers or visiting them for observations as their PGCE tutor this twitter conversation did make me wonder…. "has anyone posted something I said?"

While I hope not to be able to answer that specific question it has made me remember and reflect. In my last academic post, I taught modules for the PGCert in Coaching and Mentoring and we often started with the following activity:

- In pairs or groups discuss your experiences of being observed, e.g. in initial training, induction, performance management, Ofsted, subject review, part of an interview process etc.
- What followed on from the observation itself? Feedback, dialogue, target setting etc?
- Were they positive or negative experiences?

We extended these by asking relating our experiences to the Daloz model as illustrated here:



Some of the resulting narratives would have made great blogs, with rich discussions and reflections emerging, indeed several students used these narratives as the basis of critical incident analysis to kick-off their assignments. The over-riding feeling was that 'we could do lesson observation better'. There were few narratives which suggested that routine observations provided opportunities to break the patterns noted by Horn and Little (2010) who found that it is 'difficult for teachers to engage in interaction [with each other] with sufficient frequency, specificity, and depth to generate new insights into teaching dilemmas or to foster [teaching] innovation'. Instead observations seemed largely to support the culture of performativity, 'self-surveillance', and micro-management of teachers' performance acting in the '*mode of regulation that employs judgements, comparisons, and displays as a means of incentive, control, attrition and change'* (Ball, 2003 p.216).

The PGCert was designed to at least open the participants' eyes to the possibility of an alternative professional culture, and to do this we needed practical tools as well as research-based and philosophical discussion. As part of that offer we wanted to help practitioners (in whatever role) to observe and to be observed in ways that made sense and made a difference. One of the models of observation that we shared with these students was first developed through a small scale research

project which I undertook with my colleague David Wright. At the time he was the Maths PGCE tutor and I was the Geography PGCE tutor, and we were working in the context of a PGCE rooted in practitioner enquiry at Newcastle University. A lot of thought had been put into our masters' level modules and the curriculum and assessment that underpinned them, but we were also keen to ensure that the enquiry stance was not just a means of gaining academic credits. We turned our attention to some of the associated routines and practices during school placements, and being acutely aware that all our student teachers and their mentors (not to mention ourselves and our PGCE colleagues) spent a lot of time conducting observations, we chose to really think hard about how these helped, hindered or just took up precious time during the PGCE year. We wanted our student teachers to gain a sense that being observed could be really formative, that it could go way beyond mapping their performance against QTS standards and short-term target setting, and that it could trigger learning conversations that could have some legacy (Lofthouse & Wright, 2012).

Our research enabled us to develop a four-part model to support a greater sense of ownership of the observation by the teacher being observed, more productive and less judgemental feedback and discussion prior to and following on from the observation, and an opportunity to use questions to promote focused attention and professional dialogue. The stages are summarised in the box on the next page (from McGrane and Lofthouse, 2012), and one version of the proforma is given at the end of this paper.

While no guidance or observation proforma is immune to distortion or poor use, this one does provide a chance for users to rethink both the purposes and practices of observation. It also proved adaptable; following its development and initial use in an initial teacher education context, it has also been used as the basis of coaching conversations in some school settings, and as a professional development tool promoted for staff development of lecturers and teaching fellows in Higher Education. A small adaptation also meant that it was useful for lesson study rounds.

Without the links to judgements (either during initial teacher education, for performance management or inspection) observation can offer a genuine workplace learning activity. They can be affirming without being graded and they can be developmental without being based on a deficit approach. Curiosity and shared interests can be deployed. This may

Step 1:
Often the first step to reflection is to be aware of a 'disturbance' and the first stage is for the teacher to identify an issue which has caused some 'disturbance' for them and to pose a question(s) relating to this issue. These questions are offered to the observer as the basis of an observation and discussion.

Step 2:
The observer then supports the teacher in 'framing' the situation by providing evidence or a 'witness' statement composed of a *'brief but vivid' 'account of'* incidents which the observer believes relate to the stated question, avoiding unnecessary interpretation, explanation and value judgements. This 'anecdotal' approach to observation allows the recipient to insert their own interpretation into the observation. It also encourages the observer to carefully analyse the classroom activity and identify evidence which they believe relates to the question posed by the observed teacher.

Step 3:
The observer poses questions relating to the practice they are observing, which could be addressed in a post-lesson conversation. The quality of the questions posed is crucial in providing a stimulus for the teacher to reframe their practice.

Step 4:
The fourth stage involves the two colleagues in forming a 'community of enquiry' to address the issues and questions raised by the evidence and questions captured in the first, second and third stages of the framework. Questions arising from this discussion may then feed forward and provide the first stage of a subsequent observation, form the basis of discussions with other colleagues, or perhaps trigger action enquiry or an investigation of relevant literature or policy.

seem far-fetched in some contexts or teachers' experiences, but I'd like to work towards a professional world where the opportunity to be observed teaching is seen as a luxury. When time is allocated to teachers to engage with each other around the realities and nuances of practice, including prior to, during and following on from lesson observations lively and informed discussions can occur. And if we get this right we can make the #noobservation hashtag redundant, because no-one wants to experience this...

@SaysMiss 'It was outstanding, but I don't want you getting ahead of yourself' (true story) #noobservation

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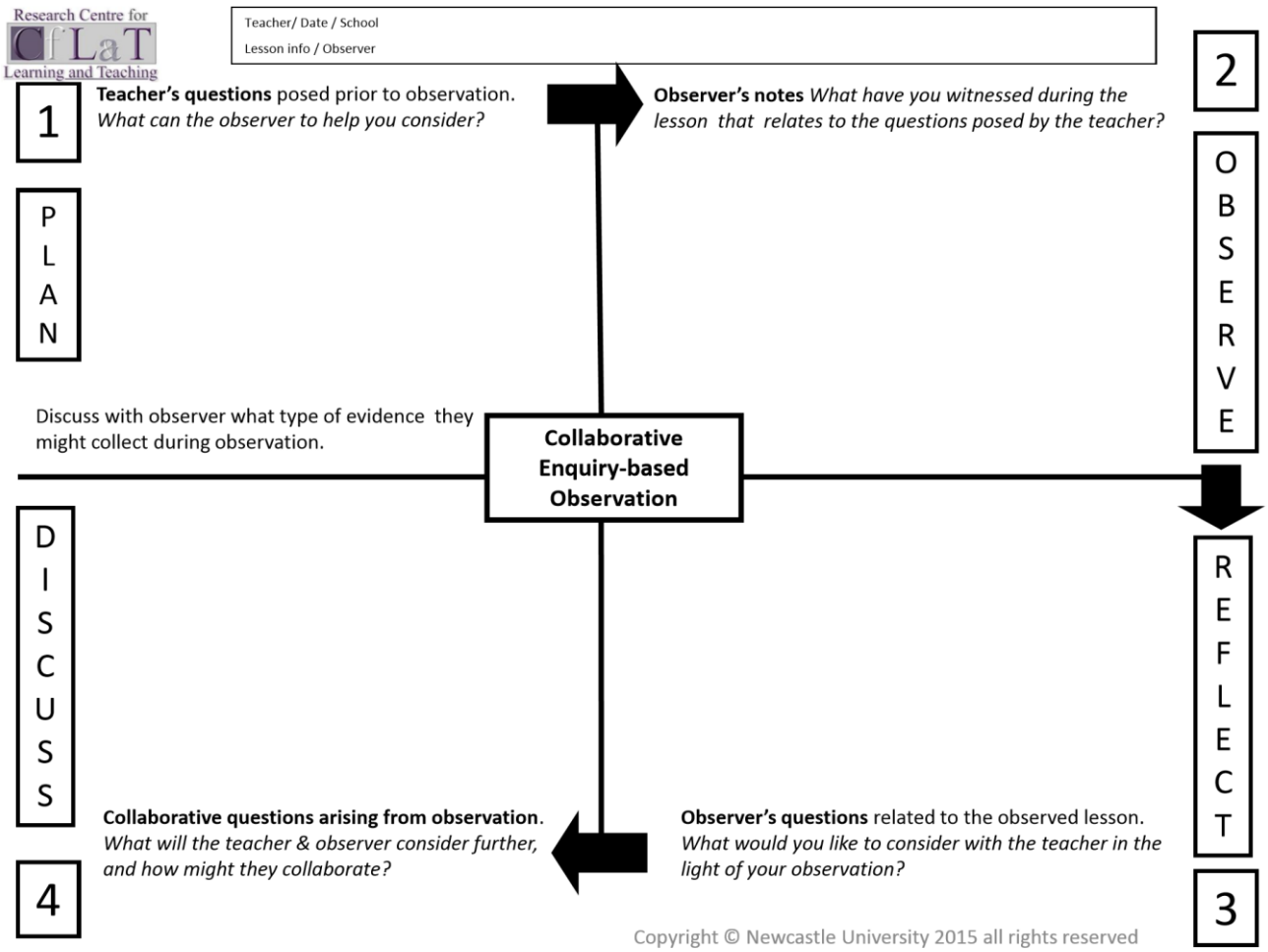

CollectivEd Thinking Out Loud

An interview with Claire-Marie Cuthbert

In the first of this series of thinkpieces CollectivED founder Rachel Lofthouse interviews other educators about their professional learning and educational values.

Please tell us who you are and what your current role in education is.

My name is Claire-Marie Cuthbert and I am currently the youngest female CEO of a multi academy trust in the U.K. As someone from very humble beginnings-, a council estate in the North East of England and the first person in my family to go to university I have spent my entire career working in schools that are in challenging circumstances. I am passionately committed to social mobility and the transformation education can have on a young person's life chances. My current post is as CEO of The Evolve Trust- a small geographically local multi academy trust in the East Midlands consisting of three schools totalling 2000 children. The trust encompasses primary, secondary and special sectors

Please reflect on an episode or period in your career during which your own learning helped you to develop educational practices which remain with you today. What was the context, how were you learning, and what was the impact?

I am an avid reader and I am fascinated by educational research and practice especially high performing educational institutions globally. I was very fortunate early on in my career to visit some charter schools in the United States as part of the future leaders programme back in 2011. I was fascinated by the college preparatory mission; high standards for academics and character; a highly structured learning environment and relentless focus on committed and talented leaders and teachers. These schools were serving some of the most deprived communities in the state and yet the schools were high achieving with nearly all students going onto university. I brought back to the UK a lot of this learning and embedded "high expectations- no excuses" cultures in my leadership roles. A lot of this learning is still with me today as a CEO.

Who has influenced your educational thinking, and in what ways has this allowed you to develop?

There have been so many people that have influenced my thinking over my career including but not exclusively Vivienne Porrit, Andy Buck, Dylan William and Doug Lemov who have all played a part in my personal leadership development. Most recently though I have been fascinated by the work of Dr Ben Laker and his controversial research examining school improvement and the types of leaders that turn round challenging schools. The research "found the Architects sustainably transformed a school by challenging how it operated, engaging its community, and improving its teaching. They took nine key steps over three years, in a particular order." This research made me reflect on my own leadership style and what I expect to see from Headteachers across the Trust in terms of genuine school improvement. I actively encourage all my Headteachers to actively engage in latest research and evidence informed practice and I believe this is how we grow and develop as leaders.

Do you feel part of an educational 'tribe', and if so who are they and why do they matter to you?

I am so lucky and privileged to be part of the WomenEd tribe. This extraordinary group of women has given me a huge amount confidence to grow, learn and flourish and even provided me with my first public speaking experience as a keynote speaker! They have provided me with an amazing network of women (and sometimes men!) who have a wealth of experience and expertise that are only too happy to share. They provide me with support and challenge when I need it most which has been incredibly important to me personally as a being a female CEO in a very male dominated environment can at times be incredibly isolating and lonely.

When someone you meet tells you they are thinking about becoming a teacher what advice do you give them?

It's the best job in the world! Every day you'll get the chance to inspire young people and potentially change their lives for the better. There's no such thing as a 'typical' day at work. That's because no two days are the same – you're unlikely ever to be bored by a lack of variety but it is hard work and incredibly challenging at times. Your brain will be constantly

engaged in creative ways in working to solve a multitude of daily problems that you've never faced before. Teachers are lifelong learners and you need to relish the chance to grow and evolve. There are easier jobs in the world and ones that pay much better however, you would be hard pushed to find a job that is more rewarding.

If you could change one thing which might enable more teachers to work and learn collaboratively in the future what would you do?

This is something I am incredibly passionate about. In recent times I have become concerned about isolationism and fragmentation of the education system. Schools not wanting to work together because they are an academy in a MAT so it is discouraged or LA schools worried if they work with academies they will be taken over. I truly believe that schools working collaboratively for the good of their communities is the answer. With this in mind I created the Evolve Alliance, which is a mixture of educationalists from across the region- MATS, SATs, LA schools, Universities and Colleges working under the mantra of *"inspiring innovation and enabling collaboration*" so we can disseminate best practice through research journals, teachmeets, networks and conferences and together provide the very best education for the children we serve.

Thank you to our wonderful second issue contributors

Helen Lewis is Programme Lead for Primary PGCE at the Yr Athrofa: Institute of Education; University of Wales Trinity Saint David. She tweets at @HEL71_

Mary Briggs is Principal Lecturer and Programme Lead for Early Years and Primary ITT in the School of Education at Oxford Brookes University. She tweets at mjb9756.

Lewis Fogarty is a Maths and Science Teacher, EdD student and Director of Always Growing Childcare. He tweets @lewis_fogarty and is happy to receive emails to lewis@alwaysgrowing.co.uk.

Daryn Egan-Simon is a PhD researcher, writer and PGCE mentor. He is co-founder of #BrewED and also runs #debatED, a weekly online educational debate. He tweets at @darynsimon.

Ed Finch is a deputy head at Larkrise Primary School in Oxford. He is one of the co-founders of #BrewEd, and attempts to bring pleasure and passion back into focus in the primary curriculum. He tweets at @MrEFinch.

Casey Kosiorek (Ed.D) is Superintendent of the Hilton Central School District in New York State. He tweets at @Casey_Kosiorek, and can be emailed on Ckosiorek@hilton.k12.ny.us.

Jim Thompson is Executive Director of Video Coaching at the Genesee Valley Educational Partnership, USA. He tweets at @Schoolguy, and can be emailed on Jtabcman@aol.com.

Jo McShane is an experienced teacher educator and assistant Headteacher who has worked in both university and SCITT settings. She researches ITT policy and international perspectives. She tweets at @JoMcshaneEdu.

Steven Tones is a Teacher Educator at the University of Chester and is a *Coach Mentor* working with England PS Futsal Squad. He tweets at @tones_ss.

Ian Bateman is a FA Youth Coach Developer (responsible for National Futsal Coach development), and is Head Coach of England PS Futsal Squad. He tweets at @ianbfutsal

Claire-Marie Cuthbert is currently the youngest female CEO of a multi academy trust in the U.K. She tweets at Clairecuthbert9.

Rachel Lofthouse is Professor of Teacher Education in the Carnegie School of Education at Leeds Beckett University, and founder of @CollectivED. She tweets at @DrRLofthouse

If you would like to contribute a research, practice insight or think piece working paper please see the guidance on our website http://www.leedsbeckett.ac.uk/riches/our-research/professional-practice-and-learning/collectived/

Please follow us on twitter @CollectivED1 and Rachel Lofthouse at @DrRLofthouse

Email: CollectivED@leedsbeckett.ac.uk