Using coaching and mentoring to focus on the curriculum in action

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Overview of session

• Quick conversations and introduction

• Sample evidence base and missing pieces

• Tools – enabling productive conversations

• Exploring research questions
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Quick conversations and introduction
Quick discussion...

Who do you talk to about your work in education and why?

Share your responses to this question

How often are your conversations about curriculum? Are these conversations related to action?
Coaching and Mentoring: A spectrum of intent, context and quality

- Induction
- Support
- Gatekeeping

- Facilitation
- Development
- Self-determination
Sample evidence base and missing pieces
Mentoring student teachers; a vulnerable workplace learning practice
Rachel Lothhouse and Ulrike Thomas
Research Centre for Learning and Teaching, School of Education, Communication and Language Sciences, Newcastle University, Newcastle, UK

Professional Development in Education
Concerning collaboration: teachers’ perspectives on working in partnerships to develop teaching practices
Rachel Lothhouse* and Ulrike Thomas*}
* Education, Communication and Language Sciences, Newcastle University, Newcastle upon Tyne NE1 7RU, UK.
Published online: 28 Jul 2015.

Developing the use of communication rich pedagogies in classrooms using Video Enhanced Reflective Practice informed methodologies as a vehicle for teacher and speech and language therapist continuing professional development. Flanagan, J., Wigley, B. & Lothhouse, R.

Lesson Study: an opportunity for collaborative Teacher Inquiry
Rachel Lothhouse1
Stefan McElwee2
Claire King3
Colin Lothhouse4
1Leeds Beckett University, UK; 2Ponteland High School, UK; 3Professional Learning Solutions Ltd, UK; 4Reedham Primary School, UK

An activity theory perspective on peer coaching
Rachel Lothhouse and David Leat
Education, Communication and Language Science, Newcastle University, Newcastle, UK

Re-imagining mentoring as a dynamic hub in the transformation of initial teacher education
The role of mentors and teacher educators
Rachel M. Lothhouse
Carnegie School of Education, School of Education and Childhood, Leeds Beckett University, Leeds, UK

Professional Development in Education
Developing practices in teachers’ professional dialogue in England: using Coaching Dimensions as an epistemic tool
Rachel Lothhouse2 & Elaine Hall3
2 The Research Centre for Learning and Teaching, School of Education, Communication and Language Sciences, Newcastle University, Newcastle upon Tyne, NE1 7RU, UK.
Published online: 11 Mar 2014.
Shared labour for a common purpose

Combined effort was for a common purpose with a focus on students and their learning.

Parity and link to productive dialogue

Working productively as well as building relationships.

A safe forum for professional challenge

Make choices about practice beyond QA & PM processes.

https://www.bera.ac.uk/blog/teacher-peer-coaching-a-story-of-trust-agency-and-enablers

This blog is a good news story in terms of teacher collaboration from The Hermitage Academy, a North-East Teaching School. The Academy has deliberately and steadily built a culture of teacher collaboration.
ABSTRACT
Coaching has been evolving as a form of professional development for teachers and school leaders for several decades, and now exists in many forms. This study focused on the work of six coaches in England, using an adapted focus group approach to discover how they explained and conceptualised the value of their practices. As the coaches’ conversations with each other emerged details of the nature of their work, and their reflections on it, were elicited which were analysed thematically while also paying due attention to individual narratives. Although coaching is not easily defined this study demonstrates the significance of relationships and dialogue in coaching and the structures and protocols that support that. It suggests that coaching is suited to helping individuals dealing with authentic challenges, professional interests and dilemmas experienced in complex educational settings, while also acting as a counterweight to some of the consequences of performativity. The study also suggests that coaching may be a valuable means to deploy the expertise of experienced professionals to support an education system exposed to problems of retention of both teachers and school leaders.
coaching approach
judgmento-mentoring
monitoring & evaluation

"collaborative appraisal"

peer coaching → pre-service teachers

 BENEFITS TO THE COACH

- non-judgmental
- reflective
- lesson observation
- humanity of the conversation

using video for coaching

unlocking potential of educators/leaders

protected characteristics
alignment with values

"changing the system" / unconscious bias

limiting factors
changing mindsets

"fear-based system" → "trust-based system"
"toxic culture" → "congenial → collegial"

wellbeing of educators

personal / professional balance

coaching alongside leadership development programme

coaching parents

impact on students?
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Tools – enabling productive conversations

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Attributes for professional learning and development of practice: individual and institutional

Providers:
- Creativity
- Solidarity
- Authenticity

Tools:
- Scaffold, frame, measure
- Promote dialogue & divergence
- Transformation through boundary crossing

Changes resulting from professional learning and development of practice: individual and institutional

- Articulate
- Critique
- Expand

Dimensions:
- Expand
- Critique
- Articulate
- Creativity
- Solidarity
- Authenticity

Solidarity
Creativity
Using ecological analysis to discuss curriculum

**INPUTS**
Who are the learners? What do you know about them that should influence your planning?
What is framing the curriculum; what are the opportunities and constraints?
How confident are you about your own knowledge base and relevant experience?

**EXPERIENCE**
How did learners engage with the curriculum?
What was your role as the teacher?
How were the episodes of learning connected within and between lessons?
How was this related to the inputs, and what occurred that was unexpected?

**OUTCOMES**
What evidence was there of learning? How is this recognised?
What did you learn about pupils / your subject / yourself?
What might be the legacy of this curriculum? How can this be enabled and enriched?
Theory of Practice Architecture, Stephen Kemmis

SEMANTIC ‘SPACE’
What is said, nature of the language, its meaning, intention and comprehensibility, its formality or informality, how it is received and responded to

SOCIAL ‘SPACE’
How individuals connect and relate to one another, what roles they take, formal and informal relationships, the significance of power, trust and solidarity, how individuals feel in the social space

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

‘sayings’

‘doings’

‘relatings’

Diagram showing the overlap of 'sayings', 'doings', and 'relatings' with descriptions of meaning and activities in different spaces.
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Exploring research questions
Links to ecological agency (Priestley et al, 2015)

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

Coaching is dialogic & relies on trust (Whitmore, 2002, Tschannen-Moran & Tschannen-Moran (2010))

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

Coaching can be practiced as a counter-balance to performativity (Lofthouse & Leat, 2013)

Coaching can build teacher collective efficacy (Donohoo, 2017)

Coaching is dialogic & relies on trust (Whitmore, 2002, Tschannen-Moran & Tschannen-Moran (2010))
Final discussion...

What research questions emerge about approaches to professional learning & curriculum in action?

How might this research be inclusive and meaningful?

Share your responses to this question.
CollectivED: Building an Evidence Base and Contributing to Expertise through Research and Engagement

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