Coaching: catching the zeitgeist and making it work to improve learning at all levels in your school

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15 mins • Questions from delegates to expert on their research
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Coaching in Education for Professional Development

- Coaching takes many forms
- Coaching has many functions

School-led system

Instructional Coaching

Freelance coaches in CPD market

Chartered College CTeach Coaches

Coaching integrated in leadership CPD

Tools for DfE career development (eg. Early Career, Women in Leadership)
Commonalities and contrasts in coaching

Mostly one-to-one coaching, some group coaching

Purposes vary; developing teaching quality, inter-professional learning, personal development and improving community-school relationships.

Expectation that coaching involves dialogues to create opportunities for learning and change; striking balance between organisation’s agenda and individual’s motives & interests.

Coaches use structures, disciplines and tools to underpin coaching (e.g. video, listening mode, Thinking Environment).
Contexts deemed in need of change. Coaching often introduced to, ‘close the gap’, ‘sharpen practice’, ‘solve the problem’

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

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

Coaching as relational practice

- ‘Relatings’ generated most discussion; fostering distinct social space for professional development
- Due to ‘gatekeeping’ of coaching, and coaches experience/expertise, a power imbalance with the coachee is possible
- Can take time to create coaching relationships which are comfortable, productive and inclusive
- Coach/coachee work together on genuine concerns, building trust, being non-judgmental, and engaging in co-construction
- Coach acts in congruence with personal and professional values; intrapersonal aspects transferred into interpersonal domains
Coaching can be practiced as a counter-balance to performativity (Lofthouse & Leat, 2013)

Coaching can build teacher collective efficacy (Donohoo, 2017)

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


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

Links to ecological agency (Priestley et al, 2015)
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