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

Professor Rachel Lofthouse  
CollectivED

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15 mins

- Insights from evidence

15 mins

- Questions from delegates to expert on their research

15 mins

- Questions from delegates to expert on their research

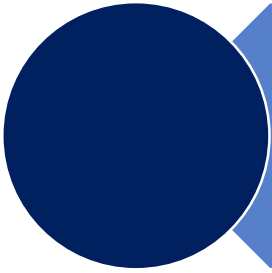
5 mins

- Summing up; top tips

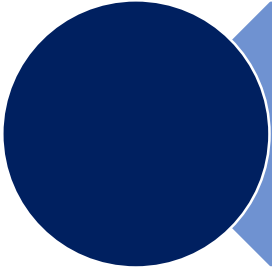
# Complex context for coaching in England



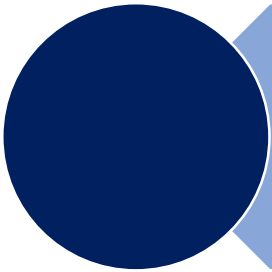
# Commonalities and contrasts in coaching



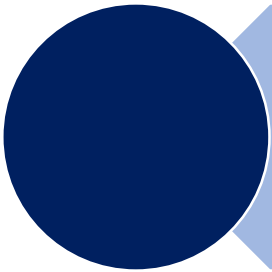
Mostly one-to-one coaching, some group coaching



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).

# Discourses of coaching

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 is 'reciprocal', 'exploratory', 'authentic', and allows coaches and coachees to 'share', 'learn' in relation to 'bespoke' approaches.

# Coaching as relational practice

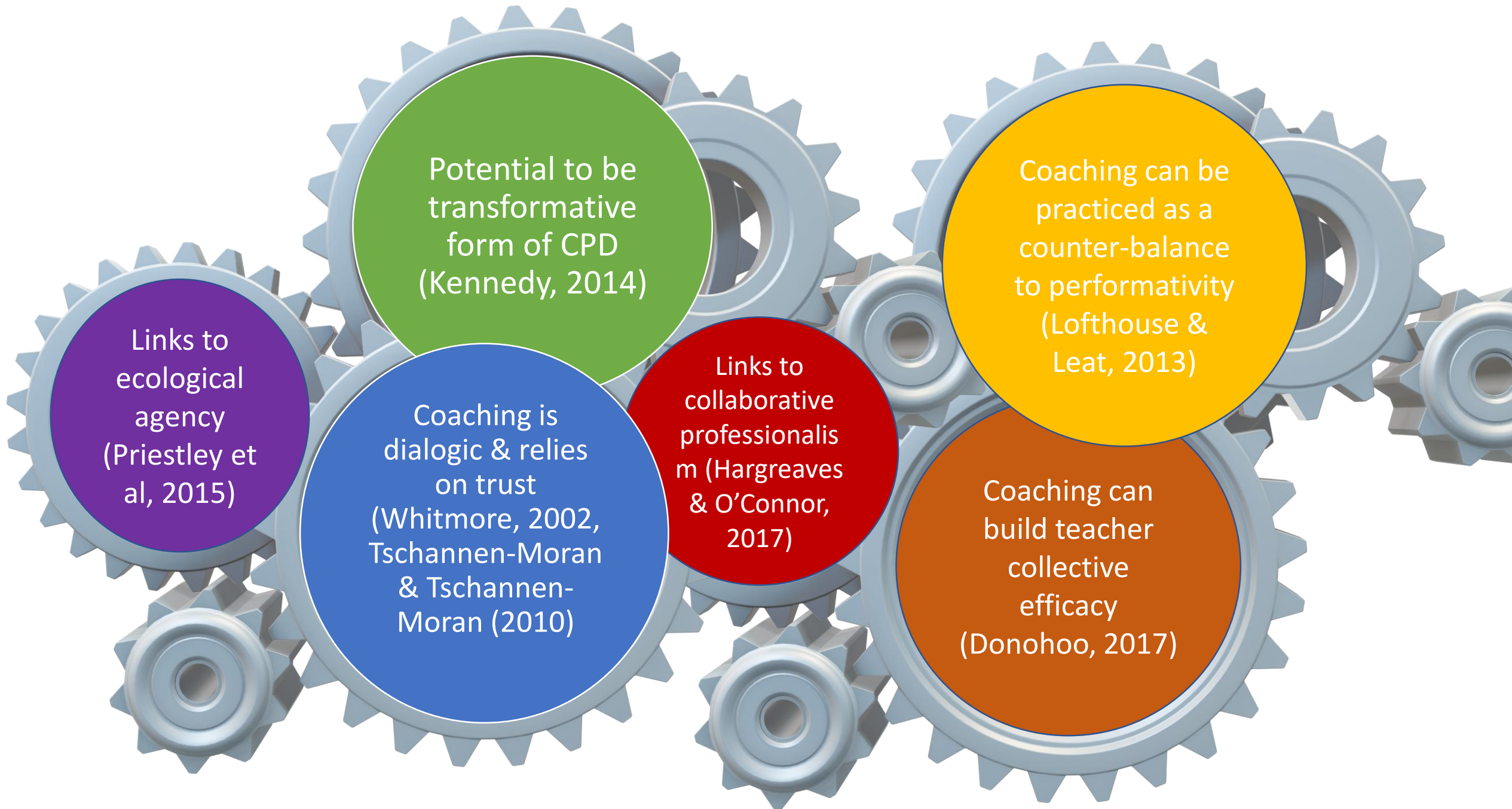
'Relatings' generated most discussion; fostering distinct social space for professional development

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







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