"It changes the way you see yourself as a teacher". Turning the tide; can we use mentoring and coaching to better effect?

Professor Rachel Lofthouse
CollectivED

A University Research and Practice Centre where we Create Communicate Connect Collaborate Contribute

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Scoping out coaching and mentoring

Examples from published research

Emerging evidence from new cases

Plaster, cure or placebo?
Scoping out coaching and mentoring
Spectrum of intent, context and quality

Mentoring
- Induction
- Support
- Gatekeeping

Coaching
- Facilitation
- Development
- Self-determination
Coaching & Mentoring in Education for Professional Development: Many forms and functions

- Mentoring in Initial Teacher Education
- Headteacher Coaching (NEU)
- Coaching underrepresented groups for career development (e.g. DfE Women in Leadership / BAME)
- Instructional coaching
- Speech and Language Therapists coaching primary teachers
- NQT mentoring and new Early Career Framework
- Coaching within SSIF projects
- Freelance coaches in CPD market
- Teacher peer coaching for teaching development
- Chartered College CTeach
Meeting the needs of individuals

Meeting the needs of organisations

School-led self-improving system?
Examples from published research
Mentoring student teachers; a vulnerable workplace learning practice
Rachel Lofthouse and Ulrike Thomas
Research Centre for Learning and Teaching, School of Education, Communication and Language Sciences, Newcastle University, Newcastle, UK

Concerning collaboration: teachers’ perspectives on working in partnerships to develop teaching practices
Rachel Lofthouse* & Ulrike Thomas*
* School of 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 language therapist continuing professional development. Planagan, J., Wigley, B. & Lofthouse, R.

Lesson Study: an Opportunity for Collaborative Teacher Inquiry
Rachel Lofthouse1
Stefan McElwee2
Claire King1
Colin Lofthouse1
1Leeds Beckett University, UK; 2Ponteland High School, UK; 3Professional Learning Solutions Ltd, UK; 4Badlington Primary School, UK

An activity theory perspective on peer coaching
Rachel Lofthouse 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. Lofthouse
Carnegie School of Education, School of Education and Childhood, Leeds Beckett University, Leeds, UK

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Purpose – Coaching in educational settings is an alluring concept, as it carries associations with life coaching and well-being, sports coaching and achievement and improving educational attainment. Although there are examples of successful deployment in schools, there is also evidence that coaching often struggles to meet expectations. This article aims to use socio-cultural theory to explore why coaching does NOT transplant readily to schools, particularly in England, where the object of coaching activity may be in contradiction to the object of dominant activity in schools – meeting examination targets.
Mentoring student teachers; a vulnerable workplace learning practice

Rachel Lofthouse and Ulrike Thomas
Research Centre for Learning and Teaching, School of Education, Communication and Language Sciences, Newcastle University, Newcastle, UK


Is workload getting in the way of NQT support?

Mentors provide crucial help to new teachers, but the role can become a workload ‘burden’ says one academic


Teacher mentoring; rising to the challenge of the Early Career Framework

New teachers are often working at points of tension. They can feel the need to adopt practices which seem relatively safe.

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
Coaching in education: a professional development process in formation

Rachel Lofthouse

CollectivED: Making sense of coaching for professional development in education

Our Leeds Beckett University research and practice centre 'CollectivED: the Mentoring and Coaching Hub' officially launched on the 14th March with over 50 Teachers, Teacher Educators, Academics and Education / Coaching Professionals attending our inaugural event - Coaching in Education: Why bother?

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.

Emerging evidence from new cases
Teacher Induction Program (TIP) in WQSB

The TIP runs for two years for ALL new teachers to the Schools in the school board. It has been sustained and evolving over 10 years.
The Voice of Teachers and Principals

This is my first time being mentored; it changes the way you see yourself as a teacher.

This school is like a family; when I wake up in the morning I feel no stress. If I have a problem with a student, I know I will get the help I need. It’s not a secret. In a family we work together.

There is a lot of power in this building; people are observing each other all the time, our doors are open, we are always asking questions.

I do not see coaching as adding to our workload as the benefits are real.

It is our job to create this environment, we hear teacher voice and we make changes. (Principal)
The voice of the school board

We use coaching as a systematic approach at all levels to share knowledge that exists within our system, and to develop a common language. We haven’t adopted ‘one model’ of coaching, we have blended and adapted models over time, and we feel we own what we do. The data we have on teacher performance demonstrates a steady increase in performance from TIP participants.

The work of Mentor-Coaches is structured through common expectations or offering guidance and support but they also invest in building trust with the new teacher. Our Mentor-Coaches recognise the significance of reciprocal learning, the relationships that they build and of reflection.

we call them Mentor-Coaches because they are both of these things, and the training and documentation helps them to make appropriate decisions about which stance to take. What we hear from our ‘master coaches’ is that it takes them about 3 years in practice to feel fully confident in this.
Contextualised Specialist Coaching: Swaledale Metacognition in Service Schools SSIF Evaluation

• A pedagogy-led project with collaborative coaching approach to delivering metacognition in the classroom and focused on mathematics

• Lead Practitioners / coaches designed pedagogic approaches appropriate to project’s teachers and pupils, contextualised by the individual challenges in each school, the different year groups, different levels of experience and the different roles of the teachers they worked with.

• Not a ‘clean coaching’ model; elements of mentoring, guidance and feedback integral to it in it, aligning it with the ‘specialist coaching’ approach defined by CUREE (2005).
Coaching offered reciprocal and cumulative benefits

“Usually for the training sessions, you get half a day after the Christmas or summer holiday, whereas with this you get continued support. Other training sessions are an hour here and an hour there and there is no one afterwards to help you or check on you or to discuss it with. The difference between this project and anything else we’ve done in the past, is the support.” *Lead teacher*

The Lead Practitioners / coaches have all grown in their teaching and coaching skills as a result of the project. The LPs have all gained considerable insight into school improvement work and have the potential to use this effectively in future roles. They reported improved coaching and communication skills as well as the ability to negotiate difficult situations and relationships.

*Swaledale SSIF evaluation report, Leeds Beckett University*
Headteacher Coaching: England, NEU

Emerging findings (Feb, 2019, HT questionnaires, 77% participants):

- The goals are centred around work-life balance and this impacts on professional performance and resilience.
- Coaching will continue to enable me to tackle challenging circumstances and scenarios in a calm way that will mean I retain a sense of optimism in the solutions I am constantly working on.
- The coaching has given me more confidence in terms of self-esteem and helped me to deal with a line manager who was micro managing at its best.
- I am learning that my priority is the children in my school and helping staff to be the best they can be, so that our children are happy and learning.

<table>
<thead>
<tr>
<th>Number of years in senior leadership role</th>
<th>Number of years as headteacher</th>
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<tbody>
<tr>
<td>5 yrs or less</td>
<td>9 people</td>
</tr>
<tr>
<td>2 yrs or less</td>
<td>10 people</td>
</tr>
<tr>
<td>6-15 yrs</td>
<td>13 people</td>
</tr>
<tr>
<td>3-6 yrs</td>
<td>10 people</td>
</tr>
<tr>
<td>Over 15 yrs</td>
<td>8 people</td>
</tr>
<tr>
<td>Over 6 yrs</td>
<td>10 people</td>
</tr>
</tbody>
</table>
Emerging questionnaire findings (Feb 2019)

- Gaining confidence in role
- Supporting problem-solving
- Getting better at developing other staff within school
- Improving working relationships e.g. with governors

- Coping with continuing demands of the job including emergency management
- Developing ability to reflect and drill down to specifics of challenges
- Gaining work-life balance
- Managing difficult issues and people by gaining new perspectives

- Being able to think more strategically
- Coaches providing emotional support
- Recognition of the importance of developing teachers and systems to better support children’s learning and wellbeing.
Plaster, cure or placebo?
Turning the tide; can we use mentoring and coaching to better effect?

Mentoring too often becomes judgementoring (Hobson & Malderez, 2013)


‘Teacher learning takes place at the connection between theory, practice and person’ Korthagen (2017)

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

Links to ecological agency (Priestley et al, 2015) & collective efficacy (Donohoo, 201&

Can mentoring and coaching ever be transformative forms of CPD? (Kennedy, 2014)
New PGCert Coaching and Mentoring for Education Practitioners

CPD offer: Advanced Mentoring, CollectivED Enquiry groups, Bespoke offer

Growing staff team; capacity building

Professional and academic conference contributions

Regional hub events and national conference

Working Papers

Twitter followers, chats etc

Funded research projects (from £4k to £400,00)

Articles in academic and professional publications

International profile and study visits

EdD and MRes students

New PGCert Coaching and Mentoring for Education Practitioners

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