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BERA CURRICULUM SYMPOSIUM

Using coaching and mentoring to focus on the curriculum in action

Professor Rachel Lofthouse
CollectivED

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where we

Create
Communicate
Connect
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Overview of session

• Quick conversations and introduction

• Sample evidence base and missing pieces

• Tools – enabling productive conversations

• Exploring research questions
Using coaching and mentoring to focus on the curriculum in action

Quick conversations and introduction
Quick discussion...

Share your responses to this question

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

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
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Sample evidence base and missing pieces
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

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Received 30 March 2014
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12 August 2014

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

Development of 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. & Lofthouse, R.

Lesson Study: an Opportunity for Collaborative Teacher Inquiry
Rachel Lofthouse
Stefan McEwen
Claire King
Colin Lofthouse
Leeds Beckett University, UK
Portland High School, UK
Professional Learning Solutions Ltd, UK
Rakston 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

Professional Development in Education
Publication details, including instructions for authors and subscription information:
http://www.tandfonline.com/loi/rjje20

Developing practices in teachers’ professional dialogue in England: using Coaching Dimensions as an epistemic tool
Rachel Lofthouse & Elaine Hall
*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
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.

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Tools – enabling productive conversations
Attributes for professional learning and development of practice: individual and institutional

Tools

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

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

Creativity
Solidarity
Authenticity

Articulate
Critique
Expand
Using ecological analysis to discuss curriculum

<table>
<thead>
<tr>
<th>INPUTS</th>
<th>EXPERIENCE</th>
<th>OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who are the learners? What do you know about them that should influence your planning?</td>
<td>How did learners engage with the curriculum?</td>
<td>What evidence was there of learning? How is this recognised?</td>
</tr>
<tr>
<td>What is framing the curriculum; what are the opportunities and constraints?</td>
<td>What was your role as the teacher?</td>
<td>What did you learn about pupils / your subject / yourself?</td>
</tr>
<tr>
<td>How confident are you about your own knowledge base and relevant experience?</td>
<td>How were the episodes of learning connected within and between lessons?</td>
<td>What might be the legacy of this curriculum? How can this be enabled and enriched?</td>
</tr>
</tbody>
</table>
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’
Exploring research questions

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Links to ecological agency (Priestley et al, 2015)

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


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)
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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