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Coaching from within; Moving coaching forward by understanding its architecture



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Complex context for coaching in England



Moving coaching forward by understanding its architecture

Building coaching case studies from conversations

Situating ourselves in a wider coaching landscape

Planning architecture for future coaching



Moving coaching forward by understanding its architecture

Building
coaching case
studies from
conversations



Why bother with coaching in education?



Turn to a partner – become partners ‘A’ & ‘B’. We are going to hold a mini *‘coaches in conversation’* event.

Person A – please have a conversation with your partner to elicit their views on the question:

Why bother with coaching in education?

Give them your attention, ask them useful questions to prompt their thinking, but focus only on their experiences and ideas – you will have your turn soon. You have 6 minutes.



Why bother with coaching in education?

Each pair now joins with another 'partnership'.
Swap round to change partners – but make sure you stay as 'A' and 'B'.

Person B – please have a conversation with your NEW partner to elicit their views on the question:

Why bother with coaching in education?

Give them your attention, ask them useful questions to prompt their thinking, but focus only on their experiences and ideas – you will have your turn soon. You have 6 minutes.

Pair up your pairs: Reflect on what you have said / heard

During the coaching practices discussed what activities occur and how are they organised?

What words did you use when you talked about coaching?

Do the coaching practices discussed seem to elicit certain types of talk?

How did you relate to each other in those conversations?

How does this compare / contrast with the coaching relationships discussed?

Coaching as a 'site' of practice

Theory of Practice Architecture, Stephen Kemmis

SEMANTIC 'SPACE'

What is said & written;
The nature of the language used;
The balance of formality or informality;
The meaning, intention and comprehensibility of communication;
How communication is received and responded to.



'Doings'
PHYSICAL / TEMPORAL
'SPACE'

PHYSICAL / TEMPORAL 'SPACE'

What activities occur;
How individuals undertake their activities;
How the space is configured and set up;
How resources are deployed;
The productiveness of actions.

'Sayings'
SEMANTIC 'SPACE'



SOCIAL 'SPACE'

How individuals connect and relate to each other;
What roles are taken;
How formal / informal relationships are;
The significance of power, trust and solidarity;
How individuals feel in the social space.



'Relatings'
SOCIAL 'SPACE'

Moving coaching forward by understanding its architecture

Situating
ourselves in a
wider
coaching
landscape






Ruth Whiteside is a newly appointed member of the senior leadership team in a primary school which is deemed to be underperforming, and is deployed as a coach to support teacher development in that school.




Jo Flanagan is an independent Speech and Language Therapist who uses a video-based coaching approach to support primary and early years teachers to develop communication-rich pedagogies.




Rebecca Tickell is employed in a school leadership development centre and has been developing her own coaching skills through the Institute of Leadership and Management (ILM) programme for transformational and developmental coaching.



Simon Feasey is an ex-primary Headteacher who now works as a 'community capacity coach' using group coaching approaches to bring parents and senior leaders in school into more aligned working relationships.



Lou Mycroft is a 'freelance thinker' who works with a wide range of organisations using the discipline of 'The Thinking Environment', including for one to one coaching, group teaching and facilitation.



Rachel Lofthouse is a teacher educator and researcher who has previously used video-based coaching approaches in research projects and to support teacher development, and who has recently founded CollectivED.



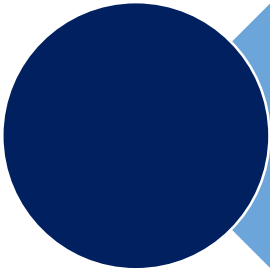
Why bother with coaching in education?

Coaches 'In Conversation' with each other at public event, conversations audio-recorded and analysed

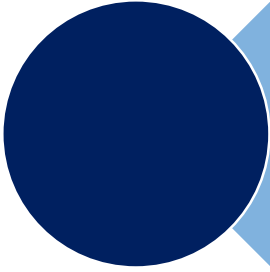
- 1) For each conversation individually;
 - Factual details about the coaching and the coach.
 - First review using theory of practice architecture (Kemmis et al. 2012) as an organising frame: 'doings' (the physical space) 'sayings' (the semantic space), 'relatings' (the social space).
- 2) Broad themes identified
- 3) Coaches' individual narratives.
- 4) Key findings shared with the coach participants to review and validate the research.



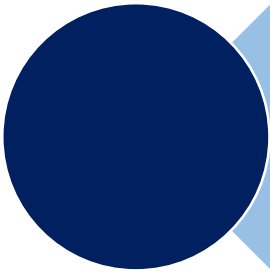
Commonalities and contrasts in coaching



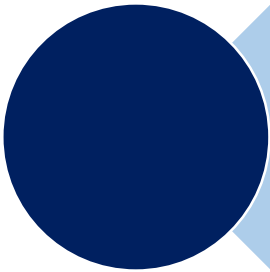
Some one-to-one coaching, some group coaching



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

Coaches describe fluid identities; being a 'coach' as part of integrated and evolving professional identity

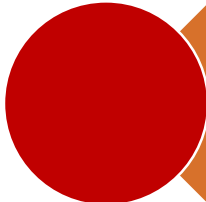
Contexts deemed in need of change. Coaching often introduced to, 'close the gap', 'sharpen practice', 'solve the problem'

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

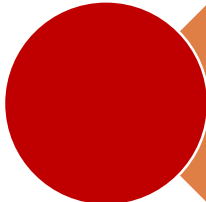
Coaching means being 'listened to', being 'attentive to', allowing coachees to 'open up' & 'do their best thinking'.

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

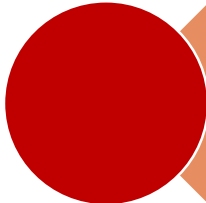
Coaches in formation



Coaches' narratives indicate ongoing journeys to become a coach and as a coach



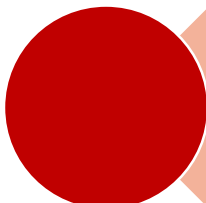
Development of coaching practices often coincide with new employment & professional scholarship



Use of coaching in educational settings often sought as new approach to existing issue



Coaches bring expertise and experience to role from former professional roles



Coaching experienced by coaches as formative process, developing skills and capacity. Coaching not static – evolves over time.

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

Discussion; key themes

Coaching not easily defined (Bloom et al, 2005)

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

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

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 build teacher collective efficacy (Donohoo, 2017)

Moving coaching forward by understanding its architecture

Planning
architecture
for future
coaching



Developing criticality in pursuit of quality coaching

CollectivED

The Mentoring & Coaching Hub



Individually, reflect on the themes emerging from the session.

What questions emerge that could influence your own practice / context for coaching?

Share your question(s) on your table, and use them to generate 3 key questions from the table group.

For each Q be ready to share...

What is the question?

Why does it matter?

Who should be responding to it to make a difference?

**Please contact me if you have questions about this session,
about the work of CollectivED, or would like to write for our
Working Papers**

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