CPDL that works for pupils as well as teachers; evidence based tools for embedding high quality coaching

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This seminar

- Coaching defined
- What we know from practice
- What we know from research
- Skills for coaches and for professional learners
- A couple of intriguing and important questions
- Tools for securing depth
- A metaphor

Mentoring

Mentoring

Mentoring is a structured, sustained process for supporting professional learners through significant career transitions.

Specialist Coaching

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Specialist Coaching is a structured, sustained process for enabling the development of a specific aspect of a professional learner's practice.

Collaborative (Co-) Coaching

Co-coaching

Collaborative (Co-) Coaching is a structured, sustained process between two or more professional learners to enable them to embed new knowledge and skills from specialist sources in day-to-day practice.

Who would you choose?

- Now let's get a bird's eye view of key characteristics affecting the quality of coaching. Imagine you have to coach one person from either group:

Lenny Henry	Victoria Wood
Thierry Henri	Queen Victoria
Henry VIII	Victoria Beckham

- Who would you choose – explore with a partner why that person *and not* the two others in your list
- We'll unpack together what this might mean for effective coaching

What do we know about Effective Continuing Professional Development and Learning (CPDL)
A review of reviews

Philippa Cordingley, Steve Higgins, Toby Greaney, Natalia Buckler, Bart Crisp, Deanna Coles Jordan Rob Coe and Lesley Saunders

http://www.curee.co.uk/publication/developing-great-teaching-review-evidence-about-continuing-professional-development-and-

TEACHER
DEVELOPMENT
TRUST

Effective CPDL involves:

- Effective alignment of a carefully selected mix of experiences

  - to develop a shared sense of purpose; and

  - for structured peer support (lengthening your arms)

- Exploring / reviewing existing beliefs and practices via:

  - Iterative cycles of trying new approaches: and

  - Collaborative reviewing of pupils' responses to refine practices

Effective CPDL involves:

- Understanding why things do and don't work as well as what's involved
- Working with specialists who provide expert support for:
  - challenging orthodoxies
  - illustrating practices from other settings
  - Securing depth, shaping evaluation and designing CPDL activities

Effective CPDL involves:

- Recognising and building on colleagues' starting points and their aspirations for pupils

- Opportunities to work with peers
  - to develop a shared sense of purpose and
  - for structured peer support

- Exploring / reviewing existing beliefs and practices via:
  - Iterative cycles of trying new approaches: and
  - Collaborative reviewing of pupils' responses to refine practices

AFL for teachers

– Formative assessment is key

– Facilitating (inc via coaching)CPDL means E.G:

- Asking to see evidence about how pupils respond to new approaches *to refine your support for teachers*

- Asking professional learners/ mentees to start to design AFL tools for subject contexts and sub-groups of pupils

- So that AFL for CPDL is
  - an input - a model, a form of instruction and a learning process
  - an output: and
  - an evaluation tool for exploring outcomes

– *Well designed* coaching can be a highly effective way of organising, structuring and aligning all this

Effective coaching and mentoring involves...

- We created a research based national framework for Mentoring and Coaching http://bit.ly/28KzpPL

- It sets out:

  - ten principles for coaching and mentoring

  - the skills of both coaches and professional learners

  - the practicalities- who, what, where, when and why

  - how the skills, practicalities and behaviours compare in specialist and co-coaching contexts and in mentoring

The principles

Effective mentoring and coaching involves:

a learning conversation
structured professional dialogue, rooted in evidence from the professional learner's practice, which articulates existing beliefs and practices to enable reflection on them

setting challenging and personal goals
identifying goals that build on what learners know and can do already, but could not yet achieve alone, whilst attending to both school and individual priorities

a thoughtful relationship
developing trust, attending respectfully and with sensitivity to the powerful emotions involved in deep professional learning

understanding why different approaches work
developing understanding of the theory that underpins new practice so it can be interpreted and adapted for different contexts

a learning agreement
establishing confidence about the boundaries of the relationship by agreeing and upholding ground rules that address imbalances in power and accountability

acknowledging the benefits to the mentors and coaches
recognising and making use of the professional learning that mentors and coaches gain from the opportunity to mentor or coach

combining support from fellow professional learners and specialists
collaborating with colleagues to sustain commitment to learning and relate new approaches to everyday practice; seeking out specialist expertise to extend skills and knowledge and to model good practice

experimenting and observing
creating a learning environment that supports risk-taking and innovation and encourages professional learners to seek out direct evidence from practice

growing self direction
an evolving process in which the learner takes increasing responsibility for their professional development as skills, knowledge and self awareness increase

using resources effectively
making and using time and other resources creatively to protect and sustain learning, action and reflection on a day to day basis

Skills

Mentoring	Specialist Coaches	Co-coaches
Mentoring is a structured, sustained process for supporting professional learners through significant career transitions.	Specialist coaching is a structured, sustained process for enabling the development of a specific aspect of a professional learner's practice.	Collaborative (co-) Coaching is a structured, sustained process between two or more professional learners to enable them to embed new knowledge & skills from specialist sources in day-to-day practice.

Point to any of the statements below for more detail

SKILLS

Skills for mentoring and coaching - mentors and coaches learn to

Mentoring	Specialist Coaches	Co-coaches
1. relate sensitively to learners	1. relate sensitively to learners	1. relate sensitively to learners
2. model expertise	2. model expertise	2. draw on specialist resources
3. relate guidance to evidence	3. relate guidance to evidence	3. draw on evidence
4. broker acess to a range of opportunities	4. tailor activities in partnership	4. understand the goals
5. observe, analyse and reflect	5. observe, analyse and reflect	5. observe, analyse and reflect
6. provide information and feedback	6. provide information	6. provide information
7. build a learner's control	7. facilitate growing independence	7. learn reciprocally
8. use open questions	8. use open questions	8. use open questions
9. listen actively	9. listen actively	9. listen actively
10. relate practice to assessment	10. establish buffer zones	10. set aside existing relationships

Professional learners develop their ability to

Mentoring	Specialist Coaches	Co-coaches
• respond proactively to modelled expertise	• respond proactively to specialist expertise	• seek out specialist expertise
• respond positively to questions	• discuss practice and core concepts	• discuss practice and core concepts
• take an increasingly active role	• understand their own learning needs	• understand their own learning needs
• observe, analyse and reflect	• observe, analyse and reflect	• observe, analyse and reflect
• think and act honestly	• think and act honestly	• think and act honestly

Common mistakes

- Jane and Matthew are having a coaching session [clip](#)
- Which kind of support is Matthew trying to offer?
- Looking at the skills summary
  - Imagine you are coaching Matthew about his coaching of Jane this afternoon – *which skill might you first focus on together? How might you start?*
- Confusing agendas and letting go of control are things most teachers struggle with – let's look at tools to help

A research based coaching tool

Coach's opening questions

I.	Identifying and refining a focus for learning
a)	Can you tell me something about the situation you want to talk about?
b)	What's going well? What do you enjoy?
c)	Where is it that you get surprises or feel you struggle?
d)	What do you want to change?
e)	That sounds like a lot of things bound up together can you unravel one of the threads?

Professional learner's opening questions

I.	Identifying and refining a focus for learning
a)	Could we pause to reflect together on whether I've got the right goals here?
b)	How manageable do you think these goals are?
c)	Can you help me clarify the connections between what we're discussing now and my learning goals?
d)	Is there anything else I might need to consider?

I.	Identifying and refining a focus for learning

a) Can you tell me something about the situation you want to talk about?
b) What's going well? What do you enjoy?
c) Where is it that you get surprises or feel you struggle?
d) What do you want to change?
e) That sounds like a lot of things bound up together can you unravel one of the threads?

2.	Exploring why things work the way they do

a) Can you describe what you do now? How do your students respond?
b) Can you think of two different students or groups who respond differently to a strategy - what are the key differences?
c) Why do you think things work out the way they do?
d) What keeps things the way they are?
e) What strengths can you build on here and why do you think they are strengths?

3.	Exploring alternative possibilities

a) How do y
b) What wo
c) How wou
d) What's th
e) What are
f) When do

An important p
priorities. The

4.	Planning the next steps

5.	

a) Shall we
b) I think so now?
c) These are back to th
d) What do

A discussion...

- Working in pairs, choose which questions from the opening section of the questioning framework Matthew could use to get more out of his conversation with Jane

- Look too at how Jane could have taken more responsibility – which question might she have used early on to signal to Matthew he could safely step back?

Matthew's developing skills

- Watch the short [excerpt](#) later in the session when Matthew notices and starts to address the problem.
- What was Matthew doing differently?
- How does this relate to the research findings?

Self correction in coaching

- Watch the [next](#) section of the conversation
- What was Matthew doing differently?
- What effect did this have?
- Look at the skills of professional learners - what was/ should Jane have been contributing?
- Let's look at questions he could have asked

Intriguing questions

- Does a coach need to know about:
  - the content of the professional learning?
  - the coaching process?
  - Or both?

Who gets most out of coaching and mentoring?

Legend: ■ Learners ■ Coaches/Mentors
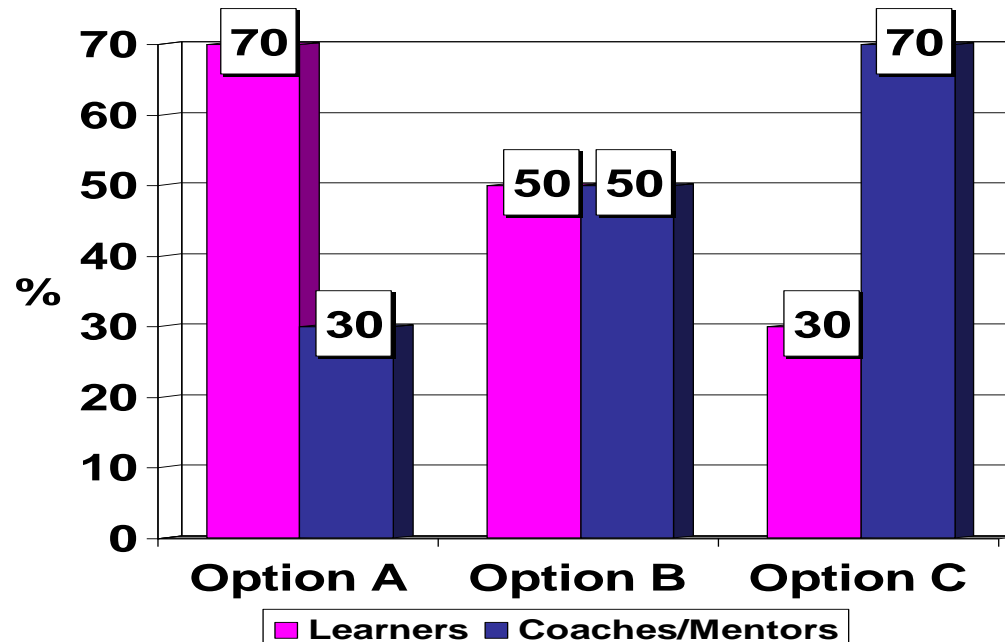
What's sauce for the goose...

- There's a risk that we are /have been focusing too much on the teaching of teachers
- We need to think just as hard, perhaps even harder, about
  - professional learning
  - and about learning how to learn skills for staff

  as we do about student learning
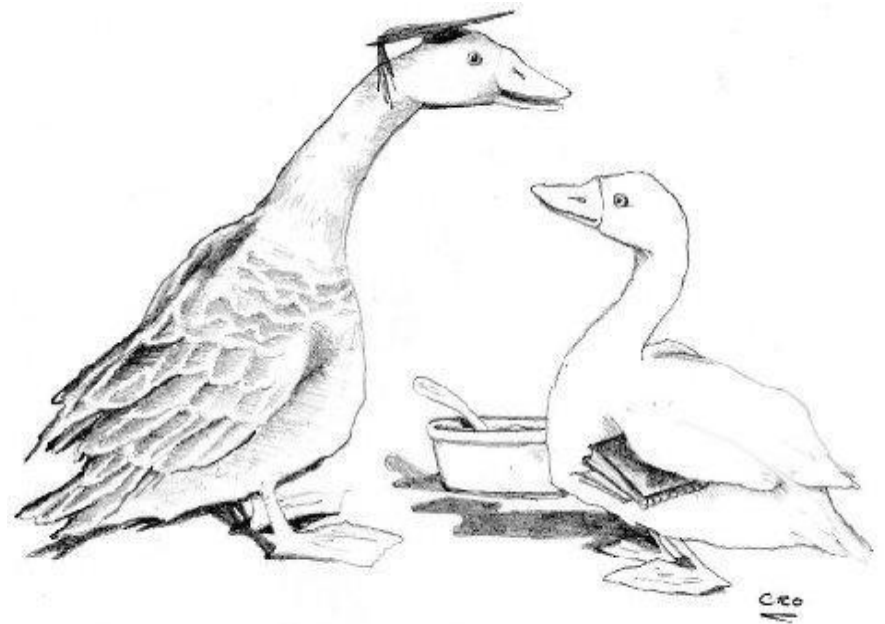
"I'll have what he's having!"

http://bit.ly/1rsRcz4

The review cycle
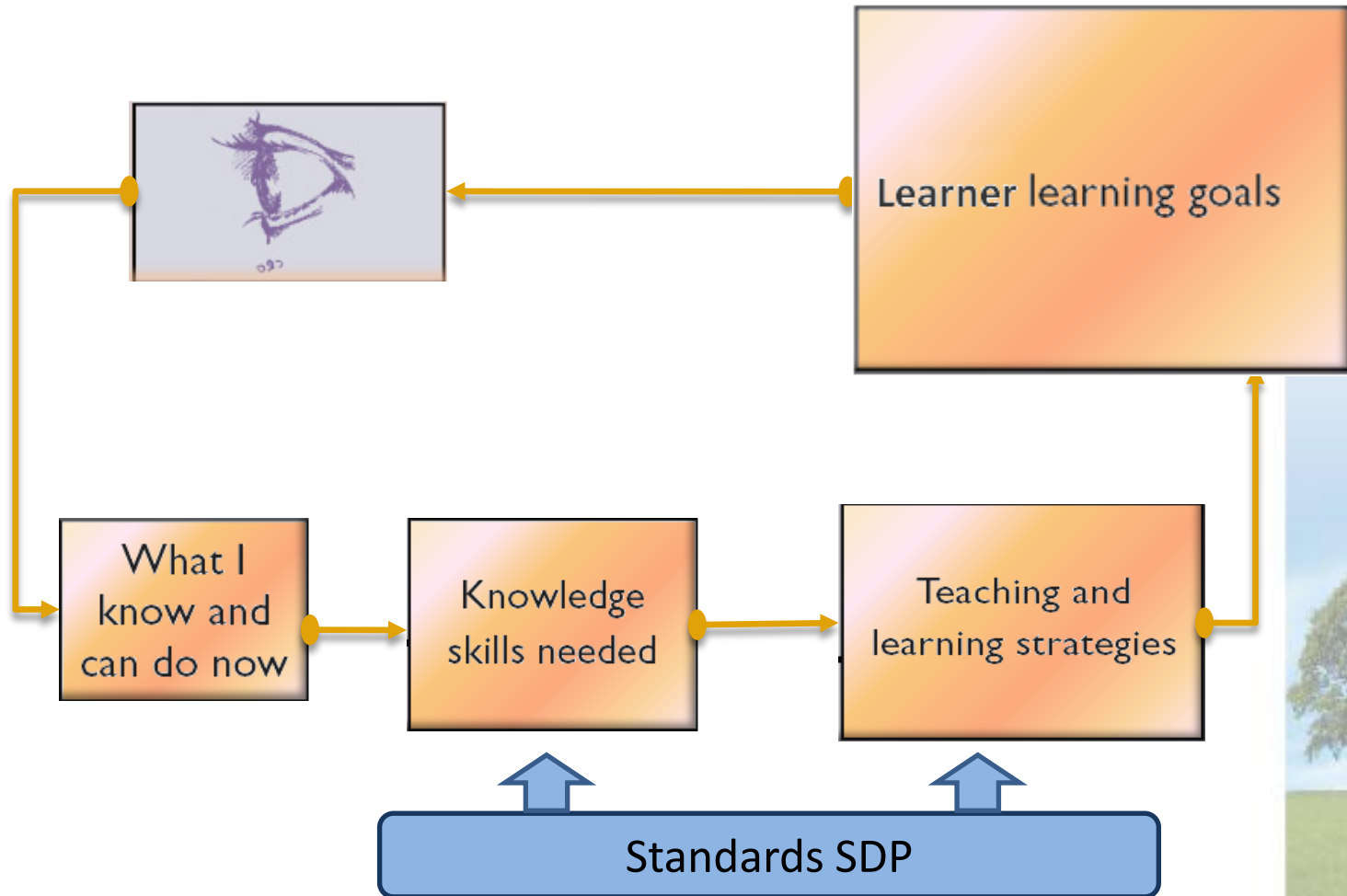
A professional learning cycle

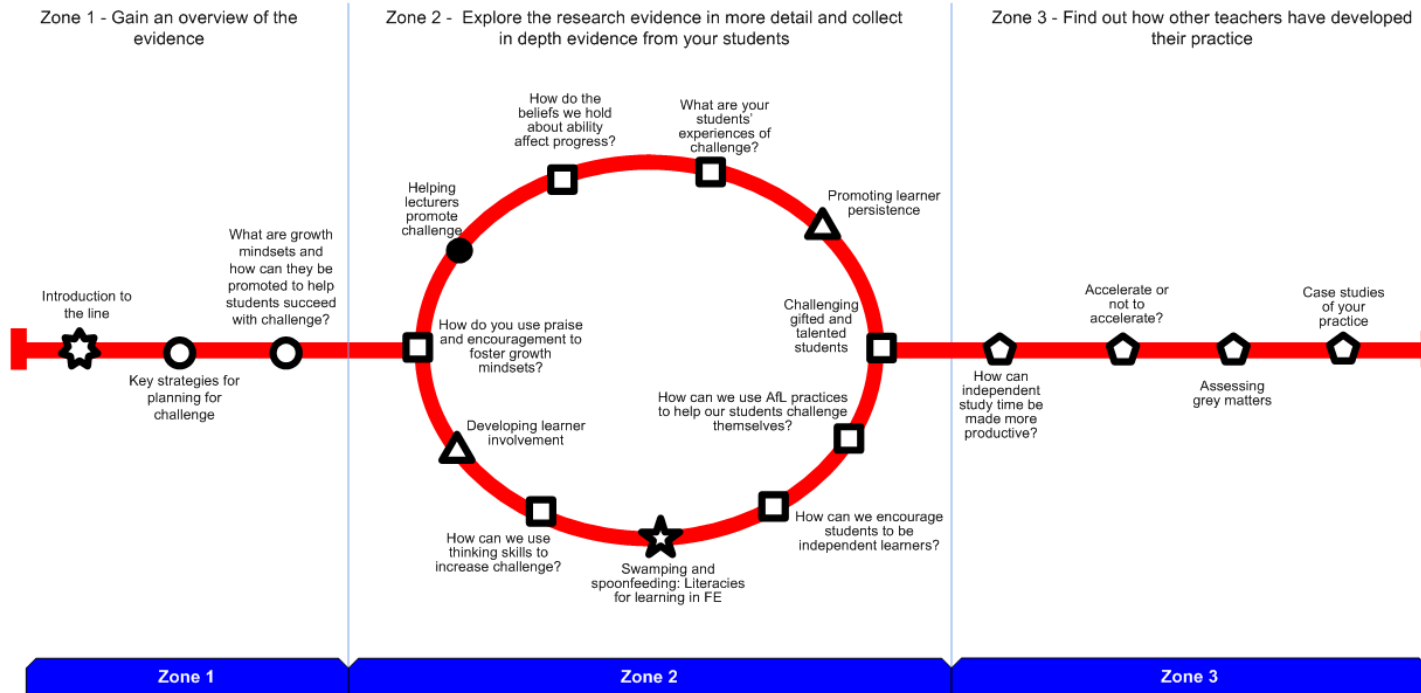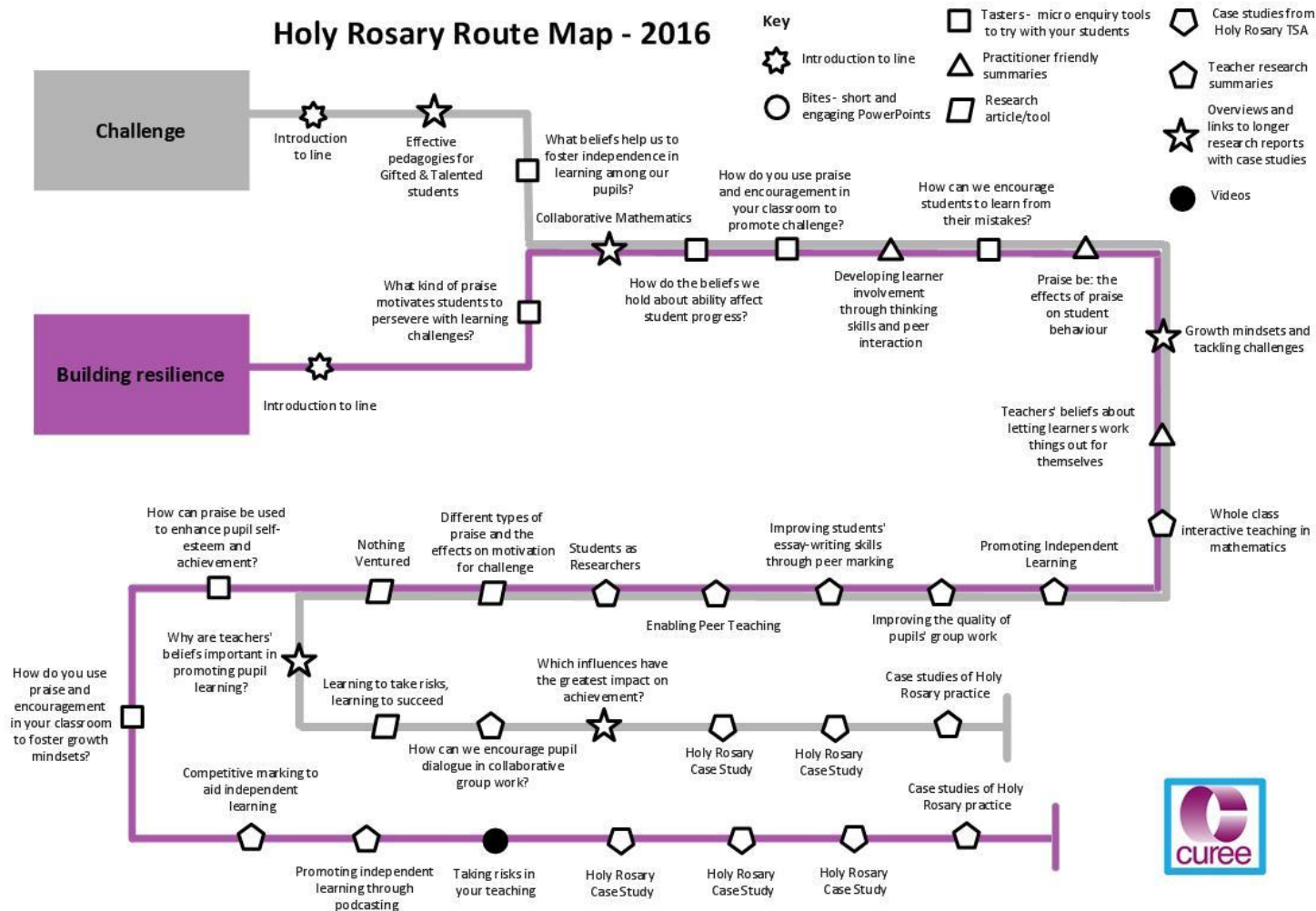## Connecting professional and learner learning
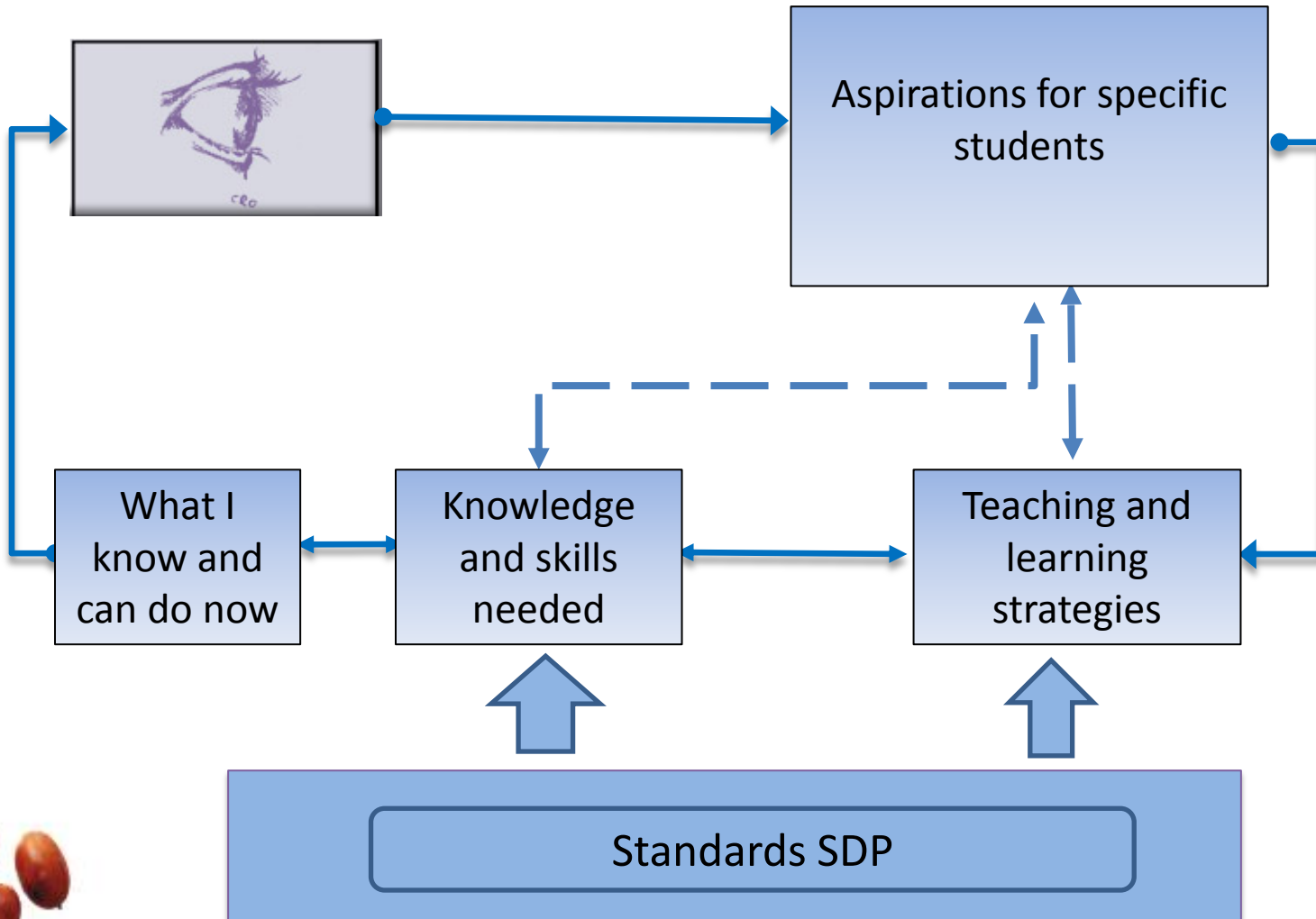
More tools and resources

http://bit.ly/27YQU9F
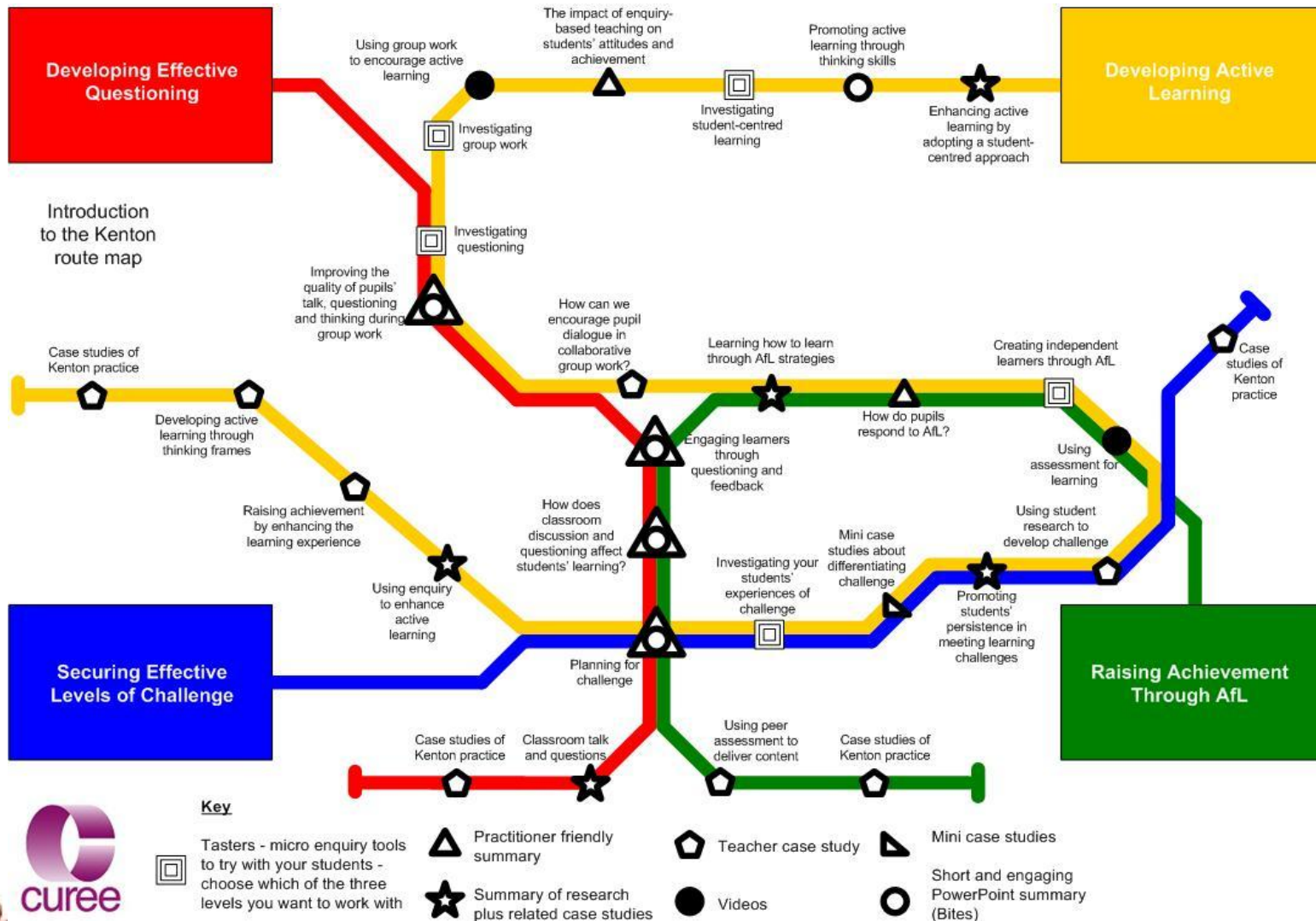
Thematic Route Maps

Research Route Maps – an example

Holy Rosary Route Map - 2016
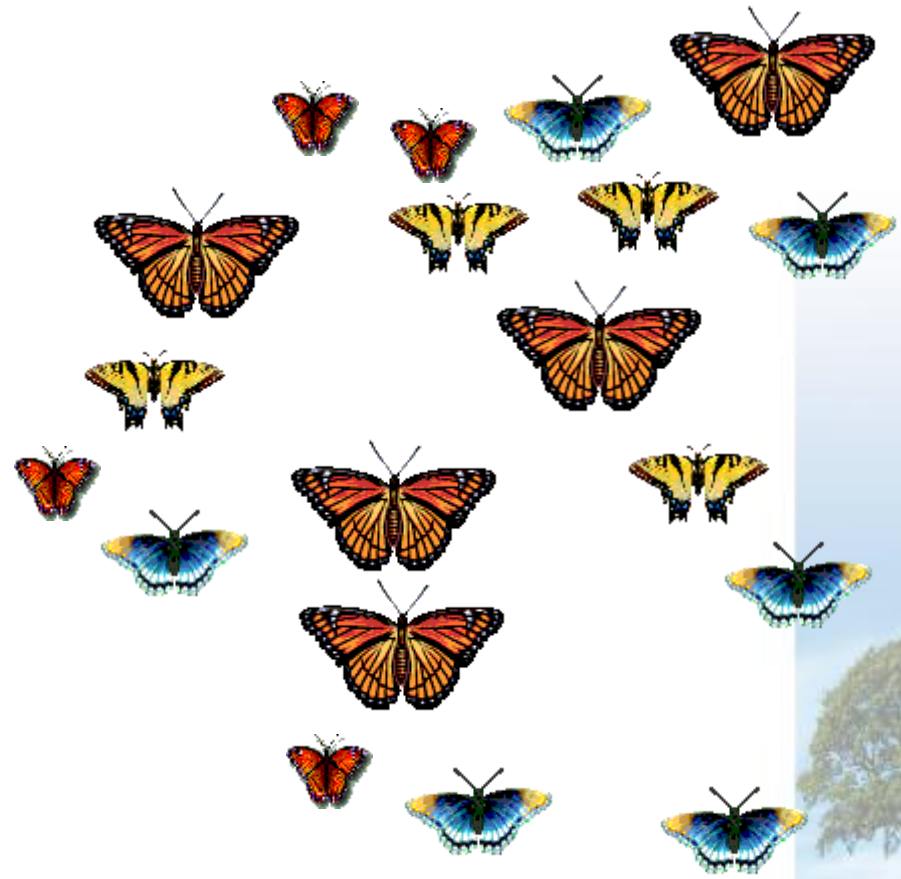
Stepping stones

A metaphor

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