

Building capacity for excellence through coaching - tools, skills and principles for maximising the benefit of coaching

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This session

- Ensuring professional learners are in a position to make effective use of their coaches
- Grasping, acknowledging and deepening the benefits of professional learning for coaches from coaching
- Understanding common problems and ways of overcoming them.
- Understanding the use of specific tools:
 - frameworks for structuring and pacing coaching conversations,
 - learning agreements that set effective boundaries to coaching relationships whilst enabling effective leadership monitoring of progress without breaking confidentiality;
 - and a breakdown of the skills professional learners need to signal readiness to take greater control over their learning.



Understanding what's involved in helping colleagues make best use of their coaches

Identifying and developing
Professional learning skills



Skills of professional learners in making good use of coaches

Mentors	Specialist Coaches	Co-Coaches
Professional learners develop their ability to:		
<ul style="list-style-type: none"> • respond proactively to modelled expertise to acquire and adapt new knowledge • ask and respond positively to questions and suggestions from the mentor • take an increasingly active role in constructing their own learning programme • observe, analyse and reflect upon their own and the mentor's practice and make this explicit • think and act honestly on their developing skills and understanding. 	<ul style="list-style-type: none"> • ask and respond proactively to specialist expertise to acquire and adapt new knowledge • discuss practice and core concepts professionally with the coach asking and answering probing questions • understand their own learning needs and goals and develop strategies that respond to these through dialogue with their specialist coach • observe, analyse and reflect upon their own and the coach's practice and make this explicit. 	<ul style="list-style-type: none"> • seek out specialist expertise and respond proactively to it to acquire and adapt new knowledge • discuss practice and core concepts professionally dialogue asking and answering probing questions • understand their own learning needs and goals and develop strategies that respond to these through dialogue with their peer coach • observe, analyse and reflect upon their own and the coach's practice and make this explicit.

Professional learners develop their ability to:

- **ask and respond proactively to specialist expertise** to acquire and adapt new knowledge
- **discuss practice and core concepts** professionally with the coach asking and answering probing questions
- **understand their own learning needs** and goals and develop strategies that respond to these through dialogue with their specialist coach
- **observe, analyse and reflect** upon their own and the coach's practice and make this explicit.



1. Identifying and refining a focus for learning	2. Exploring why things work the way they do
a) Can you tell me something about the situation you want to talk about? b) What's going on? c) Where is it? d) What do you think? e) That sounds like the thread...	a) Can you describe what you do now? How do your students respond?
3.	
a) How do you... b) What would... c) How would... d) What's the... e) What are... f) When does...	
An important part of... priorities. The f...	
5.	
a) Shall we m... b) I think so f... now? c) These are... back to th... d) What do y...	

Stages:

- Identifying and refining a focus for learning
- Exploring why things do and don't work the way they do
- Exploring alternative possibilities
- Planning next steps
- Building appropriate pace



The role of tools in securing depth in coaching



Tools to support our own leadership of coaching

- E.G Learning agreements are a coaching tool that can help both coaches and professional learners make the relationship more effective
- If they set out reciprocal expectations they help you both:
 - identify strategic learning goals
 - work through the different elements of an effective learning relationship
 - help you re-focus coaching conversations that get stuck
 - clarify the overall learning benefits for both partners
 - manage power differentials appropriately - so are particularly important in leadership coaching



Effect sizes for leadership interventions

- Ensuring an orderly and supportive environment
- Establishing ambitious goals and expectations
- Planning, coordinating and evaluating teaching and the curriculum
- Promoting, modelling and participating in teacher learning
- Strategic resourcing - ***alignment and tools***

<http://www.curee.co.uk/resources/publications/robinson-summary>



Effect sizes for leadership interventions

- Promoting and participating in teacher learning (0.84)
- Planning, coordinating and evaluating teaching and the curriculum (0.42)
- Establishing goals and expectations (0.35)
- Strategic resourcing - ***alignment and tools*** (0.34)
- Ensuring an orderly and supportive environment (0.27)

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Robinson's notion of "Smart" tools

- Benefit of tools *is capacity to embody knowledge and ideas* in ways that shape/scaffold actions for *coherence*
- Tools with evidence of success are:
 - Underpinned by evidence/research based knowledge
 - Designed around sound theories re both goals and process
 - Define what good practice looks like
 - Take account of/manage the cognitive, practical and affective load
 - Scaffold navigation of complexity to focus effort on depth



Coaching tools purposes

- Purposes of tools
- Diagnostics to ensure depth of focus and frame AFL
- Managing risks e.g.:
 - Ensuring questioning rather than advice/ space for active listening
 - Being able to switch appropriately (occasionally) into mentoring
- Tackling blocking behaviours
- Evaluation of impact & of overall strategy/ culture
- Building coherence & capacity



Mentoring

Specialist coaching

Co-coaching

As a professional learner you will develop your ability to:

respond proactively to modelled expertise to acquire and adapt new knowledge:

- be curious about expertise
- experiment with modelled behaviours in your context
- compare your own and modelled expertise

respond positively to questions and suggestions from your mentor:

- reflect on previous experiences
- recognise the helpful intentions behind even poorly framed questions and suggestions
- ask for time to work towards developed answers
- reveal and explore your anxieties to enrich reflection
- take care to celebrate successes

take an increasingly active role in constructing your own learning programme:

- build awareness of the demands of the role
- use your mentor to identify what you don't know you don't know
- ask your mentor for further information and clarification
- make suggestions about opportunities you would value
- identify appropriate goals and steps for reaching them, with guidance

observe, analyse and reflect upon your own and your mentor's practice and make this explicit:

- observe practice either directly or via recordings
- identify specific learning goals for observing others
- secure evidence of and feedback on your practice and your students' learning
- reflect on and analyse available evidence with guidance

think about and act honestly on your developing skills and understanding:

- broaden your self-awareness by asking for help in reflecting on your beliefs and assumptions
- make use of praise and criticism – don't let your feelings get in the way
- use summative evidence from monitoring to refine goals

respond proactively to modelled expertise to acquire and adapt new knowledge:

- be curious about expertise
- experiment with modelled behaviours in your context
- compare your own and modelled expertise

discuss practice and core concepts professionally with your coach:

- make previous practice explicit and reflect on it
- be alert to the helpful intentions behind even poorly framed questions and suggestions
- give yourself time to develop responses to searching questions or challenging suggestions
- reveal and explore your anxieties to enrich reflection
- take care to celebrate successes

understand your own learning needs and goals:

- build awareness of your internalised knowledge, skills and beliefs
- use your coach to identify what you don't know you don't know
- ask an appropriate mix of open questions (to uncover new thinking) and closed questions (to target support)
- identify the opportunities you would value
- identify appropriate goals and steps for reaching them, with support

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