Making a difference – setting up coaching to enhance pupils' learning, as well their teachers' practice

Philippa Cordingley

Centre for the Use of Research and Evidence in Education (CUREE)

This session

- Our own starting points
- Clarifying similarities and differences
- Understanding the research evidence re effectiveness
    - Skills for mentors and coaches
    - The skills of teachers in making good use of them!
    - Tools and resources
    - Evaluating impact
- Some intriguing questions
- A metaphor

Evidence about effective CPDL including coaching

- A systematic review of reviews of evidence about Continuing Professional Development and Learning (CPDL)Developing Great Teaching http://bit.ly/23WTvw2
- Shows that benefits for pupils, as well as teachers and trainees, from CPDL are linked with:
  - Organising support for professional learning around **aspirations for pupils** (& colleagues for leaders); and
    - A **sustained (over at least two terms)** programme
    - A **rhythm** of iterative, structured, evidence-rich activities; and
    - A carefully **aligned** combination of activities

Effective CPDL/coaching involves:

- Recognising and building on colleagues' starting points and aspirations for pupils
- Exploring / reviewing/ challenging existing beliefs and practices *supportively* via:
  - *Iterative* cycles of trying new approaches and
  - Collaborative *reviewing of pupils' responses* to changes being made to refine practices
- Profesional conversation? Opportunities
  - to develop a *shared sense of purpose*; and
  - for *structured peer support* – shared risk taking in trying out new approaches

Effective CPDL/coaching involves:

- Understanding *why* things do and don't work as well as what's involved
- Working with specialists who provide expert support to secure depth via:
  - **challenging orthodoxies**
  - ***illustrating ever greater depth*** e.g. via *practices* from other settings
  - ***evaluating and designing*** CPDL activities

  with sensitivity!
- Assessment for learning for teachers

A National, research based framework for mentoring and coaching

- CUREE created a National Framework for the first the English and recently the Welsh government to clarify the research evidence around coaching https://bit.ly/2tHNJWs

- It comprises 4xA4 –

  - A set of ten shared principles,

  - A map of the who, where, why, when

  - A summary of core skills

  - A map of overlaps between mentoring, specialist coaching and co-coaching
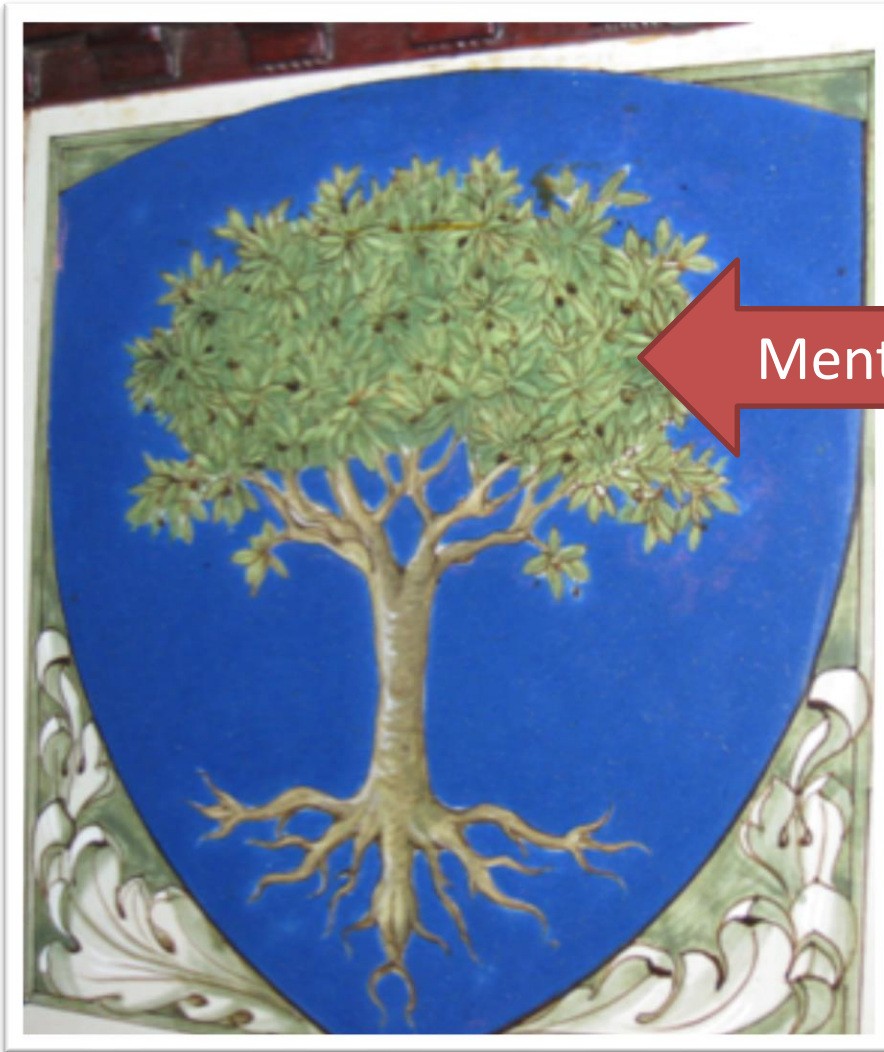
Mentoring

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 - often embedded within mentoring

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.

Co-coaching

Some core principles

Effective coaching involves:

A thoughtful relationship

- Developing trust and attending respectfully and with sensitivity to the powerful emotions involved in deep professional learning

Experimenting and observing

- Creating a learning environment that supports risk taking and encourages professional learners to seek out direct evidence from practice

2 more examples

Effective coaching involves:

Setting challenging and personal goals - Identifying goals rooted in aspirations for pupils that build on what they know and can do already whilst attending to school and individual priorities

Understanding why different approaches work - Developing understanding of the rationale for new approaches so practice and theory can be developed side by side

Headline skills for mentors and coaches

Relate sensitively to learners	Facilitate growing independence
Model expertise (or seek it)	Use open questions to raise awareness
Facilitate access to evidence and research	Listen actively and with self awareness
Provide information to enable learning from mistakes	Establish buffer zones between coaching & other relationships
Observe, analyse and reflect on practice	Tailor a range of learning activities together

Core skills

Mentors	Specialist Coaches	Co-Coaches
Skills for mentoring and coaching – mentors and coaches learn to:		
1. **relate sensitively to learners** and work through agreed processes to build trust	1. **relate sensitively to learners** and work through agreed processes to build trust and confidence	1. **relate sensitively to learners** and work through agreed processes to build trust and confidence
2. **model expertise** in practice or through conversation	2. **model expertise** in practice or through conversation	2. **draw on specialist resources** to inform learning
3. **relate guidance to evidence** from practice and research	3. **facilitate access to research** and evidence to support the development of pedagogic practice	3. **draw on evidence** from research and practice to shape development
4. **broker a range of support** to address the different goals of the professional learner	4. **tailor activities in partnership** with the professional learner	4. **understand the goals** of the co-coach
5. **observe, analyse and reflect** upon professional practice and make this explicit	5. **observe, analyse and reflect** upon a professional learner's practice and make this explicit	5. **observe, analyse and reflect** upon each other's practice, make this explicit and interpret it collaboratively
6. **provide information and feedback** that enables learning from mistakes and success	6. **provide information** that enables learning from mistakes and success	6. **provide information** that enables learning from mistakes and success
7. **build a learner's control** over their professional learning	7. **facilitate growing independence** in professional learning from the outset	7. **learn reciprocally** with commitment and integrity
8. **use open questions** to raise awareness, explore beliefs, raise awareness, develop plans, understand consequences and explore and commit to solutions	8. **use open questions** to raise awareness, explore beliefs, encourage learners to arrive at their own plans, understand consequences and develop solutions	8. **use open questions** to raise awareness, reveal beliefs and enable professional learners to reflect upon them
9. **listen actively and with self awareness:** • accommodating and valuing silence • concentrating on what's actually being said	9. **listen actively and with self awareness:** • accommodating and valuing silence	9. **listen actively:** • accommodating and valuing silence

Listen actively and with self awareness

Mentoring	Specialist coaching	Co-coaching
Accommodating and valuing silence	Accommodating and valuing silence	Accommodating and valuing silence
Concentrating on what's actually being said	Concentrating on what's actually being said	Concentrating on what's actually being said
Using affirming body language to signal attention	Using affirming body language to signal attention	Using affirming body language to signal attention
Replaying what's been said to reinforce, value and re-frame thinking	Replaying what's been said to reinforce and value thinking	Replaying narrative using Pl's own words to check meaning and or value thinking

Skills for using mentors and coaches well

Mentors	Specialist Coaches	Co-Coaches
Professional learners develop their ability to:		
• **respond proactively to modelled expertise** to acquire and adapt new knowledge • **ask and respond positively to questions** and suggestions from the mentor	• **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	• **seek out specialist expertise** and respond proactively to it to acquire and adapt new knowledge • **discuss practice and core concepts**

- Respond proactively to expertise
- Ask and respond positively to questions and suggestions / discuss practice
- Take an increasingly active role in their own learning
- Observe analyse and reflect on own practice
- Think and act honestly on developing skills and understanding

A CPDL case study - Kenton school

- Deputy head and CPDL leader designs and leads a Professional Learning Programme (PLP) for all Staff
- Multiple enquiry/R&D groups and degree and extensive M level study-spread over
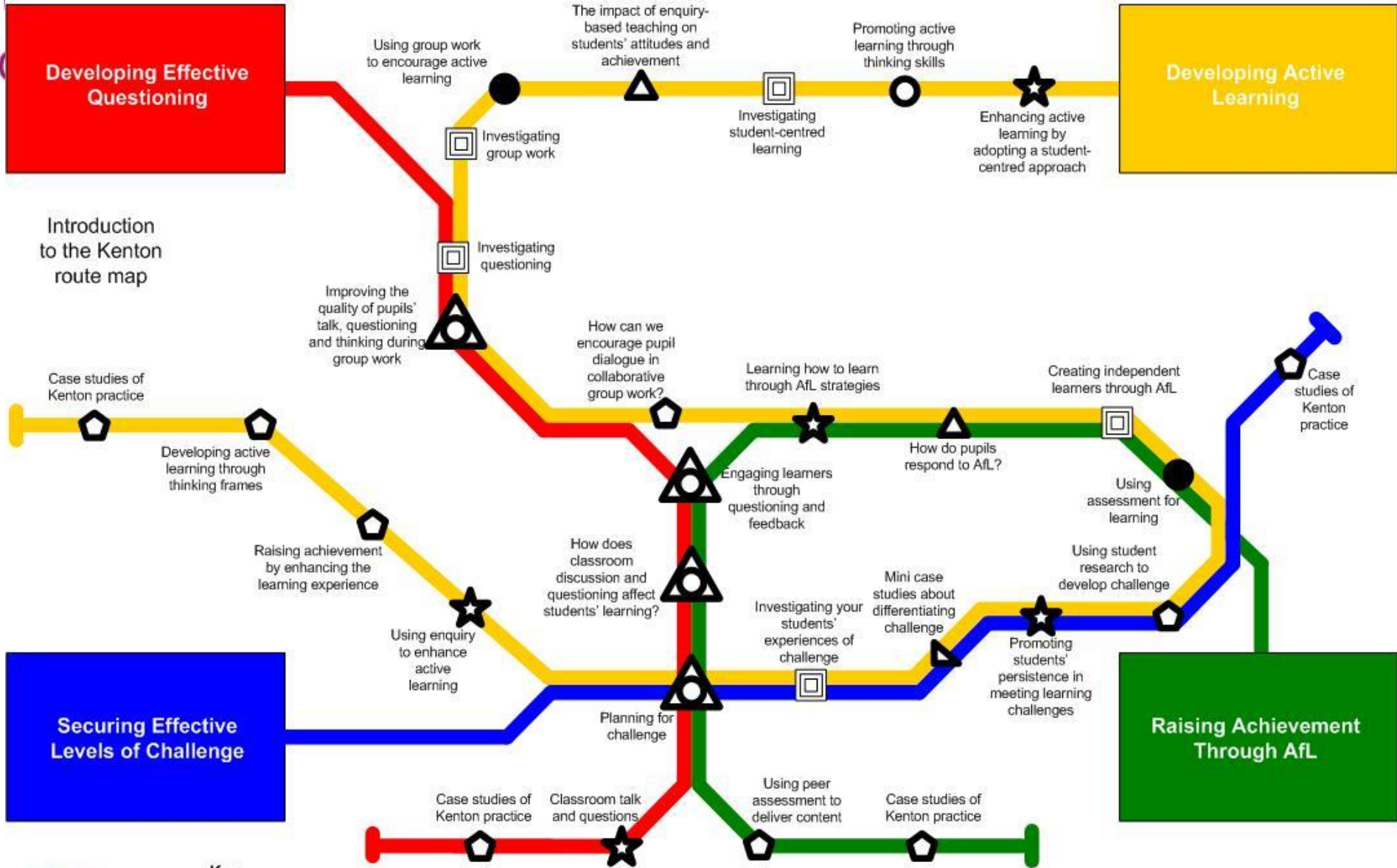 - Weekly PLP sessions,
  - 3 annual whole day sessions

Kenton School

PLP also provided a mix of CPDL approaches and contexts e.g.

- Whole school sessions focussed on specific groups of students

- Departmental development sessions

- Special interest R&D groups

- 50 (unused) IRIS video cameras

But at time of research – failure of trust

http://www.curee.co.uk/block-content/route-maps-sample

Developing Effective Questioning

Developing Active Learning

Using group work to encourage active learning

The impact of enquiry-based teaching on students' attitudes and achievement

Promoting active learning through thinking skills

Investigating group work

Investigating student-centred learning

Enhancing active learning by adopting a student-centred approach

Introduction to the Kenton route map

Investigating questioning

Improving the quality of pupils' talk, questioning and thinking during group work

How can we encourage pupil dialogue in collaborative group work?

Learning how to learn through AfL strategies

Creating independent learners through AfL

Case studies of Kenton practice

Case studies of Kenton practice

How do pupils respond to AfL?

Developing active learning through thinking frames

Engaging learners through questioning and feedback

Using assessment for learning

Raising achievement by enhancing the learning experience

How does classroom discussion and questioning affect students' learning?

Investigating your students' experiences of challenge

Mini case studies about differentiating challenge

Using student research to develop challenge

Using enquiry to enhance active learning

Promoting students' persistence in meeting learning challenges

Securing Effective Levels of Challenge

Planning for challenge

Raising Achievement Through AfL

Case studies of Kenton practice

Classroom talk and questions

Using peer assessment to deliver content

Case studies of Kenton practice

Key

Tasters - micro enquiry tools to try with your students - choose which of the three levels you want to work with

Practitioner friendly summary

Teacher case study

Mini case studies

Summary of research plus related case studies
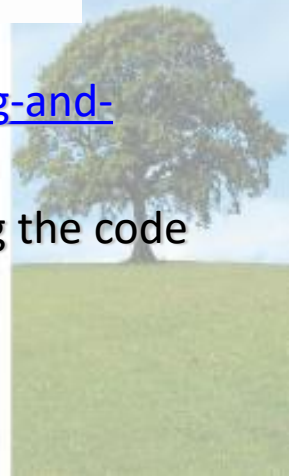
Videos

Short and engaging PowerPoint summary (Bites)

curee

Effective mentoring and coaching tools

http://www.curee.co.uk/mentoring-and-coaching/effective-mentoring-and-coaching-suite/samples

From now until Monday 24th June get 50% off all EMAC products using the code **2019UP**

Contact Details

philippa.cordingley@curee.co.uk

@PhilippaCcuree

Centre for the Use of Research and Evidence in Education

3 The Quadrant

Warwick Road

Coventry CV1 2DY

02476 24 3716