

Making the Most of Coaching and Mentoring

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Session objectives

- Explore the professional learning advantages of engaging with mentoring and coaching and how it can be linked to school improvement/impact measures
- Understand the role of 'smart tools' to support and embed quality mentoring and coaching experiences in school





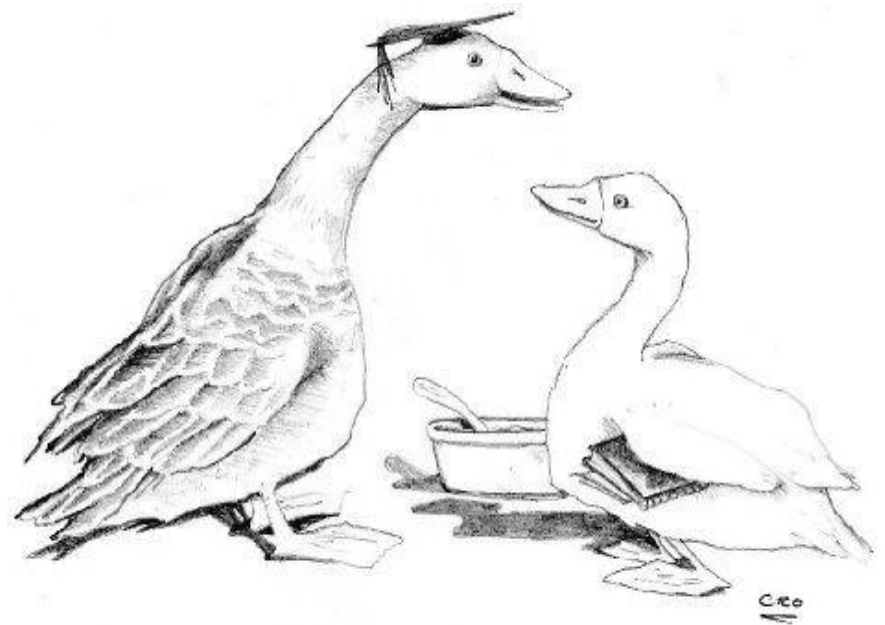
Discussion

- Think about your own experiences of learning.
- Identify 5 or 6 features which have contributed to making an experience a success.



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 as we do about student learning
- What might be some important similarities and differences between adult professional learning and young people's learning?



“I’ll have what he’s having!”



What do we know about effective staff learning?

- 10-14 pairs of teachers – 24 hours with leading researchers
- Learn about aspect of practice *and* peer coaching
- Build co-coaching agreement for 12 weeks (min 4 cycles)
- Follow up 24 hours – exploring' before and after work & strategies & teaching others
- AfL, making effective behaviour interventions; thinking skills; science; MFL





The EPPI Reviews

- 4 reviews of the research about the impact of collaborative and individually oriented CPD on teachers and teaching and on student learning & achievement
- 40,000+ titles & abstracts
- 300 + full studies
- 45+ data extractions & syntheses of the evidence





Benefits for pupils

- Positive links with student:
 - motivation to learn
 - performance e.g. test results, specific skills e.g. maths & literacy, reading, problem solving
 - responses to specific subjects & curricula
 - organisation of work
 - use of collaboration as a learning strategy
 - questioning skills & responses
 - skills in, and selecting and using, a wider range of learning activities



The link with coaching

- The studies and programmes with positive effects all contained very similar processes
- Some called the collaborative element peer support, others peer coaching, others still collaborative enquiry or conferencing
- All also involved specialist external support – some called this coaching, others consultancy, others facilitation
- This evidence, together with fieldwork to capture current practice in England, underpins the coaching and mentoring framework





Professional learning with positive outcomes

- The use of specialist external expertise
- Peer support to create trust, enable risk taking, and generate commitment
- Observation & feedback from specialists
- Observation for learning plus debriefing (what isn't within reach on one's own)
- Scope for participants to identify own CPD focus
- Processes to encourage, extend & structure professional dialogue & reflection
- Effective use of time to embed practices in classrooms e.g. on-course planning



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Conditions that enable it?

- A pressing issue linked to aspirations for pupils
- A strong evidence base on which to build
- Requirement to build on existing research
- Clarity & rigour re: role of evidence & quality
- Coaching in methods and in writing up research
- An emphasis on needs of users from the start
- Sustained support over 3+ years
- Meeting needs of vulnerable pupils deepened and drove professional learning from/ through research



The National Mentoring and Coaching Framework

Initially coaching was voluntary - now enshrined in the Professional Standards

The framework comprises:

- a set of 1+10 principles for outcomes focused on coaching and mentoring
- a summary of the skills involved in mentoring and in specialist and co-coaching
- a summary of core concepts – the why, what, who, where and when of coaching and mentoring
- a diagram comparing mentoring and coaching showing how activities overlap





A principle

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



Skills

Close window X

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 for mentoring and coaching - mentors and coaches learn to

SKILLS

<ol style="list-style-type: none"> 1. relate sensitively to learners 2. model expertise 3. relate guidance to evidence 4. broker access to a range of opportunities 5. observe, analyse and reflect 6. provide information and feedback 7. build a learner's control 8. use open questions 9. listen actively 10. relate practice to assessment 	<ol style="list-style-type: none"> 1. relate sensitively to learners 2. model expertise 3. relate guidance to evidence 4. tailor activities in partnership 5. observe, analyse and reflect 6. provide information 7. facilitate growing independence 8. use open questions 9. listen actively 10. establish buffer zones 	<ol style="list-style-type: none"> 1. relate sensitively to learners 2. draw on specialist resources 3. draw on evidence 4. understand the goals 5. observe, analyse and reflect 6. provide information 7. learn reciprocally 8. use open questions 9. listen actively 10. set aside existing relationships
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Professional learners develop their ability to

<ul style="list-style-type: none"> • respond proactively to modelled expertise • respond positively to questions • take an increasingly active role • observe, analyse and reflect • think and act honestly 	<ul style="list-style-type: none"> • respond proactively to specialist expertise • discuss practice and core concepts • understand their own learning needs • observe, analyse and reflect • think and act honestly 	<ul style="list-style-type: none"> • seek out specialist expertise • discuss practice and core concepts • understand their own learning needs • observe, analyse and reflect • think and act honestly
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View related activity ▸

Identifying learning goals

- Watch the [clip](#) of John and Sarah's conversation.
- What kind of conversation is it?
- Why is it like that?
- What might help improve it?



Getting the right input



- Watch the ending where they begin to focus more
- What enables them to do this?





Using tools to scaffold learning

- Robinson's findings re strategic alignment and leadership puts particular emphasis on the role of tools in enabling quality at scale
- Tools might be learning resources, ways of organising time, coaching resources, research tasters etc

Here are some examples...



Your EMAC packs can support you





Choosing questions to ask

- There are 4 phases in coaching conversations. These are:
 - identifying and refining a focus for learning
 - exploring why things work the way they do
 - exploring alternative possibilities
 - planning the next steps
- A fifth set focuses on pace and might be used at any point in a coaching conversation



Questioning frameworks...

<p>1. In what way do you see this coaching session supporting your work?</p> <ul style="list-style-type: none"> • How do you see it taking your thinking forward? • How will it help you embed new skills into your practice? • What do you see happening, taking place, and being done? • CHECK – is this what you are aiming for? 	<p>2. Where is your work at present in terms of this happening?</p> <ul style="list-style-type: none"> • What are the key relevant aspects of your work? • What are the present strengths which will help you to achieve this through your coaching session?
<p>4. What currently stops you from achieving your aims? What is it about your working environment that prevents you from achieving these aims at the moment? Be very specific. Generalisations prevent clear thinking. Explore:</p> <ul style="list-style-type: none"> • your own actions, feelings, thoughts and attitudes; • perceived actions, feelings, thoughts and attitudes of others; and • obstacles to progress. 	<p>3. What do you need to do to incorporate the outcomes of this coaching session into your work?</p> <ul style="list-style-type: none"> • personally; • organisationally; • with other colleagues; • with students; and • if possible, identify the specific actions, states of mind etc which will ensure the outcomes from this session are embedded and sustained.



Learning agreements

- Learning agreements help:
 - crystallise learning goals
 - set high expectations for the professional learner and the coach



Learning agreements

Using a learning agreement

Blank learning agreement

Learning agreement¹

Professional learner	Jane Williams
Coach	Matthew James
Learning agreement history	Version 1 Reviewed: 1 st time ; 2 nd time ; 3 rd time
Suggested review date	26 May (half term)

Professional learner's goals:
(What will you strive to achieve during this coaching period?)

-
-
-

Coach's goals:
(What you will strive to achieve during this coaching period?)

-
-
-

Professional learner's expectations:
(What do you expect from your coach?)

I expect Matthew to:

-
-
-

1

TH14R5 Taking Hold

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Using a learning agreement

Blank learning agreement

Coach expectations:
(What do you expect from the professional learner?)

I expect Jane to:

-
-
-

Meetings schedule (Preferred time, location and method):

Confidentiality contract:
(What do we agree to keep confidential vs. what can we share?)

Signed	Professional learner	Jane Williams
	Coach	Matthew James
	Date	21 April 2006

1 adapted from www.usgs.gov/education

2

TH14R5 Taking Hold

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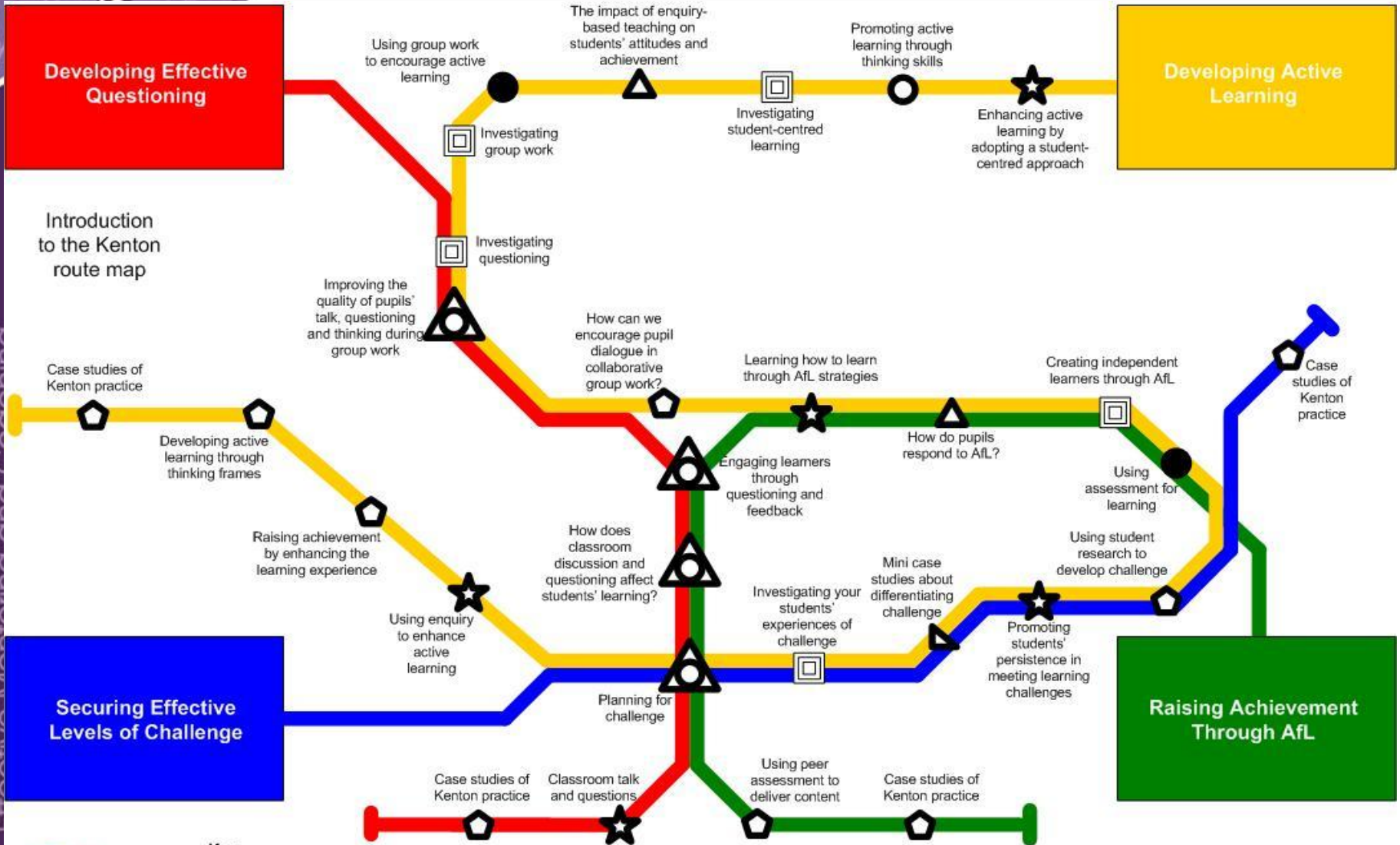


Research tasters

Each reflective activity offers:

- a descriptive title phrased as a question;
- a research nugget – a snippet of evidence
- your evidence – an activity for you to use in your classrooms to immerse yourselves in your pupil's current experiences of the issues raised by the research
- moving forward – suggested activity to try out a new approach
- find out more – links to places where you can read more information





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



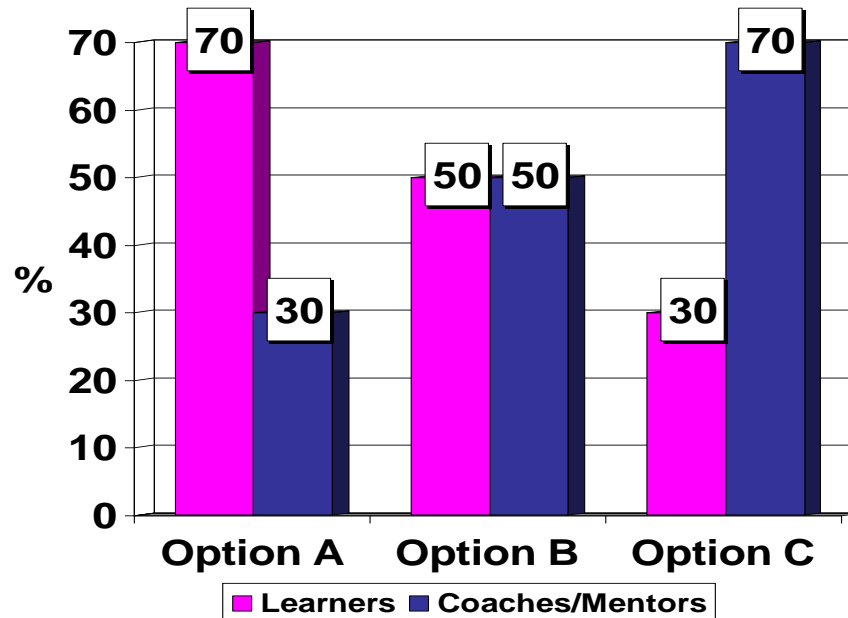
Short and engaging PowerPoint summary (Bites)



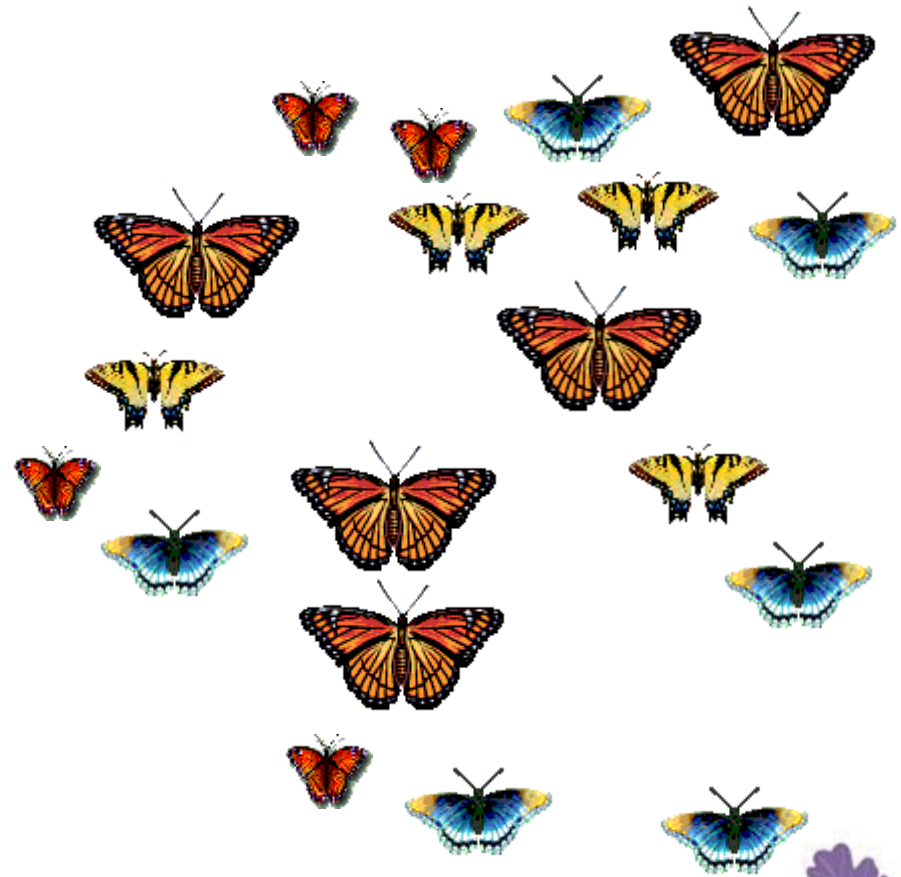
Some questions

- 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?



A metaphor





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