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Co-Coaching: Teachers coaching teachers

Facilitator: Kris Needham





What is coaching?

Coaching is about positive directed change. It is about developing potential, and finding ways to work and live in as more productive, more satisfying way. It is about setting and reaching goals and being aware of what is important to you.

Source: Grant, A., Greene, J. (2007) Coach Yourself at Work p.2

Coaching is essentially a conversation –
a learning conversation



“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.

Coaching for teaching and learning: a practical guide for schools. CfBT Education Trust



“Co-coaching” ??



Co or peer coaching is a confidential process through which two or more professional colleagues work together to reflect on current practices; expand, refine and build new skills; share ideas; teach one another, conduct classroom research; or solve problems in the workplace.

National Staff Development Council

Powerful Designs for Professional Learning –

Ch 16 Peer Coaching



Professional learning opportunities in high achieving nations



The highest- achieving nations:

- Ensure extensive initial preparation that includes clinical training in model schools
- Provide beginners with extensive mentoring
- Offer sustained learning opportunities embedded in practice:
 - Teachers have 15-25 hours a week for collaboration plus 100 hours a year for professional learning
 - Teachers regularly engage in Lesson Study, Action Research and Peer Observation and Coaching to evaluate and improve practice

Linda Darling-Hammond (2011) *Lessons from reform around the world*



Professional learning opportunities that impact practice are:



- Focused on learning specific curriculum content
- Organised around real problems of practice
- Connected to teachers' work with children
- Linked to analysis of teaching and student learning
- Intensive, sustained and continuous over time
- Supported by coaching, modelling, observation, and feedback
- Connected to teachers' collaborative work in professional learning communities
- Integrated into school and classroom planning around curriculum, instruction and assessment

Linda Darling-Hammond (2011) *Lessons from reform around the world*



Impact of collaborative professional learning



Changes in teacher behaviours

- Enhanced self-efficacy
- Development of enthusiasm for collaborative working, notwithstanding initial anxieties about being observed and receiving feedback
- Greater commitment to changing practice and willingness to try new things

Cordingley et al (2003). *Impact of collaborative CPD on classroom teaching and learning*



The nature of professional learning

- Trust
- Self-assessment and self-directed enquiry
- Reflection on practice
- Collaboration and conversation
- A community of learners

Charlotte Danielson



Building teacher leadership



“Opportunities for collaboration do not automatically result in productive development work....The leadership skills needed for collaborative work involve the ability to:

- Develop a shared sense of purpose with colleagues
- Facilitate group processes
- Communicate well
- Understand transition and change and its effects on each other
- Develop positive relationships

These perspectives and skills can be learned through the best forms of professional development; that is, observation and guided practice, coaching, skill-focused dialogue (talking through strategies and approaches) and training”

Harris & Lambert (2003) *Building Leadership Capacity for School Improvement*



Synthesis of research:

Need to create conditions which allow teachers

- to experience deep learning through an integration of knowledge and skills
- to gain multiple opportunities to learn and apply new information
- to be challenged by ideas which are not consistent with the assumptions that underpin their practice
- to have opportunities to process new learning with others

Timperley, H. (2009) Teacher professional learning and development. Best Practice Series - 18



“It is still widely accepted that staff learning takes place primarily as a series of workshops, at a conference or with the help of a long-term consultant. What everyone wants for students – a wide array of learning opportunities that engage students in experiencing, creating, and solving real problems using their own experiences and working with others – is for some reason denied to teachers when they are learners.”

Ann Lieberman (1995) Practices that support teacher development: Transformational conceptions of professional learning. *Phi Delta Kappan* 76 (8): 591-596



Standard 6 – Engage in professional learning

Focus	Graduate	Proficient	Highly Accomplished	Lead
6.3 Engage with colleagues and improve practice	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice.	Initiate and engage in professional discussions with colleagues in a range of forums to evaluate practice directed at improving professional knowledge and practice, and the educational outcomes of students.	Implement professional dialogue within the school or professional learning network(s) that is informed by feedback, analysis of current research and practice to improve the educational outcomes of students.



Why co-coaching?



Why coaching?



10% of learners will transfer a new skill into practice as a result of lecture and demonstration.

20% as a result of lecture, demonstration, and practice.

25% as a result of lecture, demonstration, practice, and feedback.

90% of learners will transfer a new skill into practice as a result of lecture, demonstration, practice, feedback, and **coaching**.

(Showers, Joyce & Bennett, 1987; Showers and Joyce, 1995)



Why coaching?



Teachers who worked with coaches:

- Practised new strategies more often and with greater skill than teachers who were not coached.
- Retained and increased their new skills over time; teachers who were not coached did not.
- Demonstrated a clearer understanding of the purposes and uses of the new strategies than teachers who were not coached.

Showers and Joyce 2002



Why co-coaching?



“ Teachers who were supported by coaching used a wider variety of teaching strategies and kept students more actively involved in lessons than colleagues who had only participated in workshops”

Collaborative Professional Development has a more positive effect when there is.....

“...emphasis on peer support and coaching rather than leadership by supervisors”

Cordingley, P., Bell, M., Rundell, B., Evans D. (2003). *The impact of collaborative CPD on classroom teaching and learning*.

In: Research Evidence in Education Library. London: EPPI Centre, Social Science Research Unit, Institute of Education.



“Peer coaching - some fear cosy recycling of practice but evidence suggests this offers **the most profound experiences of learning through coaching**”

Cordingley, P. ICSEI presentation



Review questions



- *Given the current state of play in your school, office or sector, what case could you make for co-coaching in your school?*
- *Who are the key stakeholders and what are the costs and benefits of introducing co-coaching for each of them?*



The power of a
conversation



It is in these conversations that new ideas, tools and practices are created, and the initial knowledge is either substantially enriched or transformed during the process

Earl, L., Timperley, H. (Eds.) (2008) *Professional learning conversations*



“A **planned** and **systematic** approach to professional dialogue that supports teachers **to reflect on their practice**. As a result the teacher gains new knowledge and uses it to improve his or her teaching”.

GTC The Learning Conversation

http://www.gtce.org.uk/publications/learn_conv/.

“the way educators make meaning together and jointly come up with new insights and knowledge **that lead to intentional change** to enhance their practice and student learning”

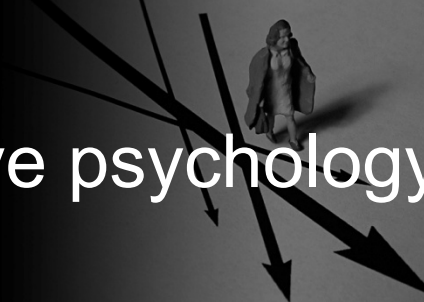
Louise Stoll, 2010



Debate vs Dialogue



Debate <i>arguing the point to win</i>	Dialogue <i>aiming for consensus</i>
Assuming that there is one right answer (and that you have it).	Assuming that others have pieces of the answer.
Combative: attempting to prove the other side wrong.	Collaborative: attempting to find common understanding.
About winning.	About finding common ground.
Listening to find flaws.	Listening to understand.
Defending your assumptions.	Bringing up your assumptions for inspection and discussion.
Criticising the other side's point of view.	Re-examining all points of view.
Defending one's views against those of others.	Admitting that others' thinking can improve one's own.
Searching for weakness and flaws in the other person.	Searching for strengths and value in the other position.
Seeking an outcome that agrees with your position.	Discovering new possibilities and opportunities.



Losada: research on the nature of dialogue in high performing teams

	High performing teams	Low performing teams
Positive vs negative dialogue	6:1 ratio of +ve to -ve dialogue (strengths & opportunities vs deficiencies)	1:3 ratio +ve statements to -ve statements
Inquiry vs advocacy in dialogue	+2:1 inquiry vs advocacy	1:20 inquiry vs advocacy



A reflective practitioner....

- is aware of their own assumptions, methods & tools
- is committed to an inquiring perspective towards their work
- invites feedback (*feedforward*) about their work
- is committed to implementing what they are learning

Source: McGonagill, G. (2002) The coach as reflective practitioner.
In C. Fitzgerald & J.G. Berger (Eds.) Executive coaching: Practices and perspectives (pp.59-88). Palo Alto CA: Davies-Black



A person with an inquiry habit of mind

- values deep understanding
- reserves judgement and has a tolerance for ambiguity
- takes a range of perspectives and systematically poses increasingly focused questions

Earl, L. & Katz, S. (2002). Leading schools in a data-rich world.

In K. Leithwood and P. Hallinger (Eds.), *Second international handbook of leadership and administration*. Dordrecht: Kluwer.



Review



- *What is your experience of professional learning conversations in your workplace?*
- *How could you improve the quality of those conversations – say by 20% - in your workplace by the end of this year?*



What do coaches do?



McKinsey – “intervention clusters”



Poor to
fair

**Achieving the
basics of
literacy and
numeracy**

Coaching on
curriculum –
external
coaches

Fair to
good

**Getting the
foundations in
place**

Some coaching

Good to
great

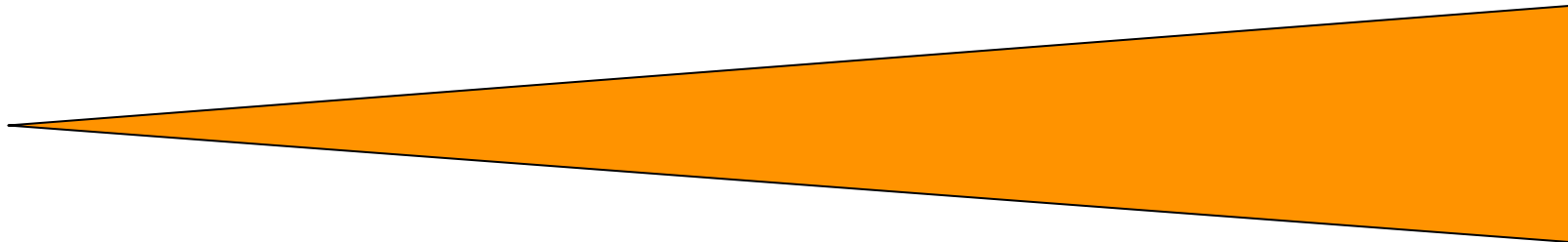
**Shaping the
professional**

Coaching on
practice –
school-based

Great to
excellent

**Improving
through peers
and innovation**

Cultivating peer-
led learning





The Boston Model



Collaborative Coaching and Learning brings together a team of teachers and an instructional coach for a six- to eight-week period, when they engage in a shared course of study. Each cycle contains three main components.

- **Inquiry:** The team meets to review and discuss readings related to the course of study and relate them to classroom practice.
- **Lab site:** Participants take turns observing and teaching demonstration lessons. Participants review the purpose of the lesson in a pre-conference. They then observe the demonstration and analyze the effects of the practice on students during a debrief.
- **One-on-one support:** During the cycle and between cycles, the coach and/or participants make visits to individual classrooms to support teachers as they implement new practices.



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UK: A national framework



Mentoring and Coaching CPD Capacity Building Project National Framework for Mentoring and Coaching

Contents:

Principles of Mentoring and Coaching

Mentoring and Coaching: Core Concepts

Skills for Mentoring and Coaching

Mentoring and Coaching: A Comparison

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

department for
education and skills
creating opportunity, releasing potential, achieving excellence

GTC
General Teaching Council
for England

NCSL

**Primary and
Secondary**
National Strategies

**training and development
agency for schools**



Hayes Park PS – see NCSL

- The staff there used coaching as a team approach to debate and develop their practice. A ‘neutral coach’ worked with the team to assist them in seeing the whole picture, identifying ‘blind spots’ as outlined using the Egan model (Egan 1998: 7–8). The neutral coach can be seen as Egan’s ‘skilled helper’, and the school asserts that ‘coaching is at the heart of how we develop’.



Effective coaches and professional learners engage in...



- professional dialogue, rooted in evidence and structured to make explicit existing beliefs and practices - ***a learning conversation***
- building trust by agreeing and upholding ground rules to manage imbalances in power and accountability - ***a learning agreement***
- combining access to specialist expertise to extend horizons and peer support to sustain commitment and relate specialist inputs to day to day experience – ***specialist and peer support***
- an evolving process in which control and leadership pass from the coach to the professional learner over time as skills, knowledge and self awareness increase – ***learner agency***
- choosing and refining goals that build on prior experience, knowledge and concerns and align school, individual and specialist priorities – ***differentiation and ownership***

Cordingley, P. (2005) ICSEI presentation



Effective coaches and professional learners engage in...

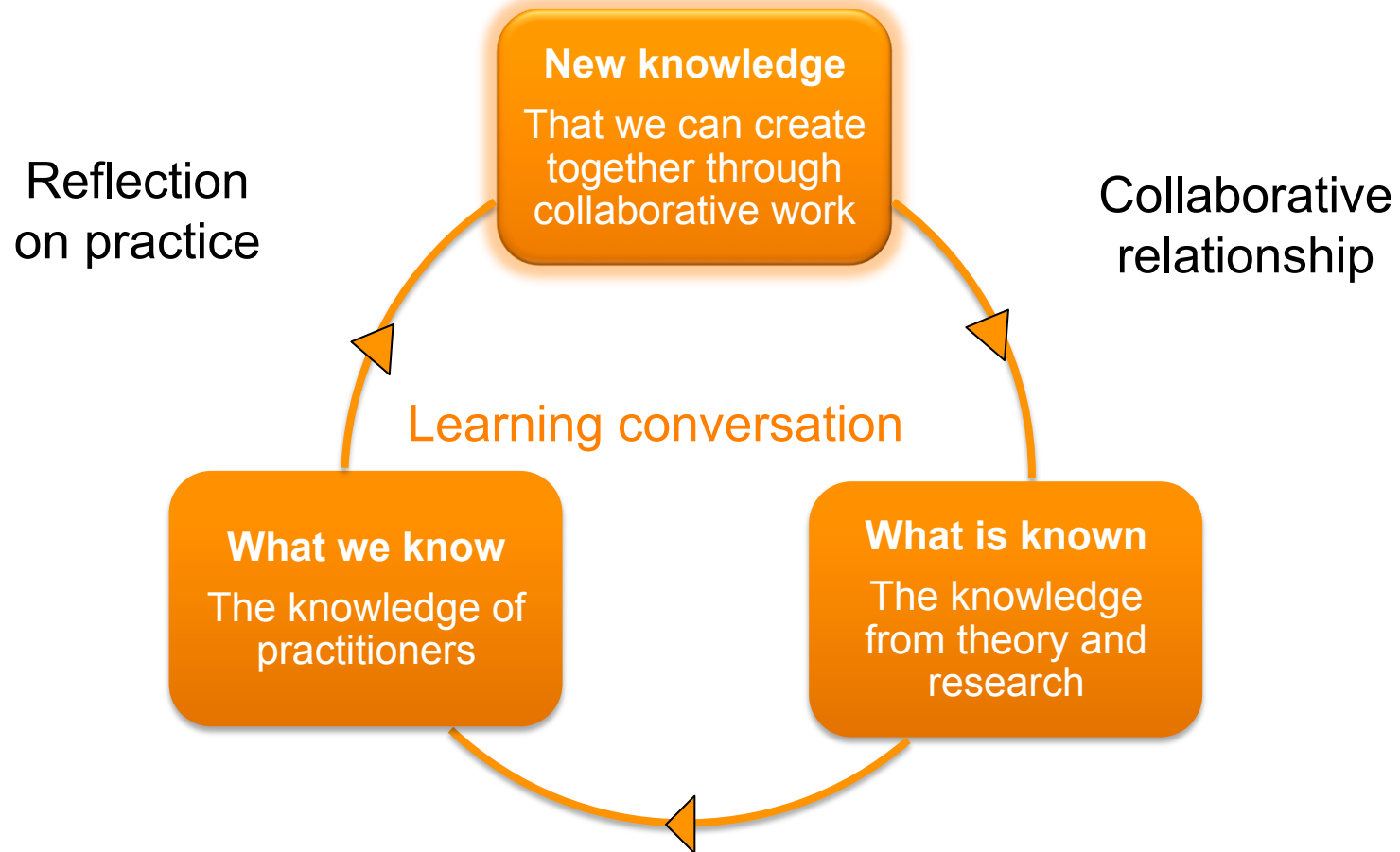


- developing a repertoire of skills and strategies and a deep understanding of the theory that underpins them to enable adaptation in a range of contexts - **transferability**
- harnessing the privileged and effective learning opportunities that coaching creates for the school, the coach *and* for the professional learner - **reciprocity**
- observing new strategies at work to enable analysis, reflection and to refine action planning – **observation and modelling**
- creating a safe-to-fail learning environment that supports risk-taking and innovation by committing to reciprocal learning or enquiry – **experimentation**
- using time creatively between meetings for action and reflection – **prioritising learning**

Cordingley, P. (2005) ICSEI presentation



Connecting three fields of knowledge



Adapted from NCSL *What is networked learning*



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The coaching partnership



How does the partnership work?

Interview with Jim Knight



Elements of professional development for coaches



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3 Pillars of Coaching

- GROWTH Model
- Coaching skills
- Emotional Intelligence



The GROWTH Coaching System is...





8 key coaching skills



1. Developing trust
2. Being present
3. Listening actively
4. Clarifying
5. Empathising
6. Being succinct
7. Asking the best questions
8. Giving feedback



Determinants of relational trust



Interpersonal
respect



Civility, deep
listening to
others' concerns,
inclusivity

Personal regard
for others



Extent of caring
about staff

Role
competence



Ability to do
one's job well,
including
addressing
incompetence

Personal
integrity



Puts students'
interests above
own personal and
political interests,
walks the talk,
communicates
accurately

Bryk, A. and Schneider, B.(2002). *Trust in schools: A core resource for improvement*. NY: Russell Sage.



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Models of collaborative professional learning



**Peer
Observation**

Lesson Study

**Student Work
Samples-
Protocols**



Preconditions for success



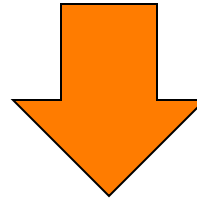
- **Understanding feedback** – its purpose
- **Intent** – growth/learning
- **Skill**
- **Culture** - relationships
 - positivity ratio (positive: negative)
at least 3:1



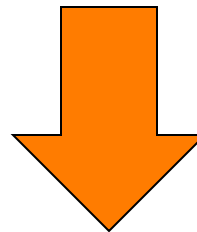
Data to Action



Data /Evidence



Feedback



ACTION



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Unconditional positive regard



Treat people as if they **were** what they
ought to be, and you help them to become
what they are **capable** of being –

Johann Wolfgang von Goethe



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Thinking points



Supportive conditions



- Clear explicit and continuing support for the program
- Commitment to partnership
- Role clarity
- Training and ongoing access to resources
- ?
- ?
- ?



Challenges for leaders



- Creating time for participation
- Trusting relationships
- Changing teacher's practice
- Clash of cultures – coaching vs school improvement mechanisms, eg monitoring and performance management
- ?
- ?



Possible links between coaching and performance management



Coaching for teaching and learning. CfBT



Knowledge capital

- *What expertise do we have in our school/sector already?*
- *Who might be the most ready to train as coaches?*

Social capital

- *How well developed is professional dialogue already?*
- *How open and trusting is the sector as a whole, or particular school?*

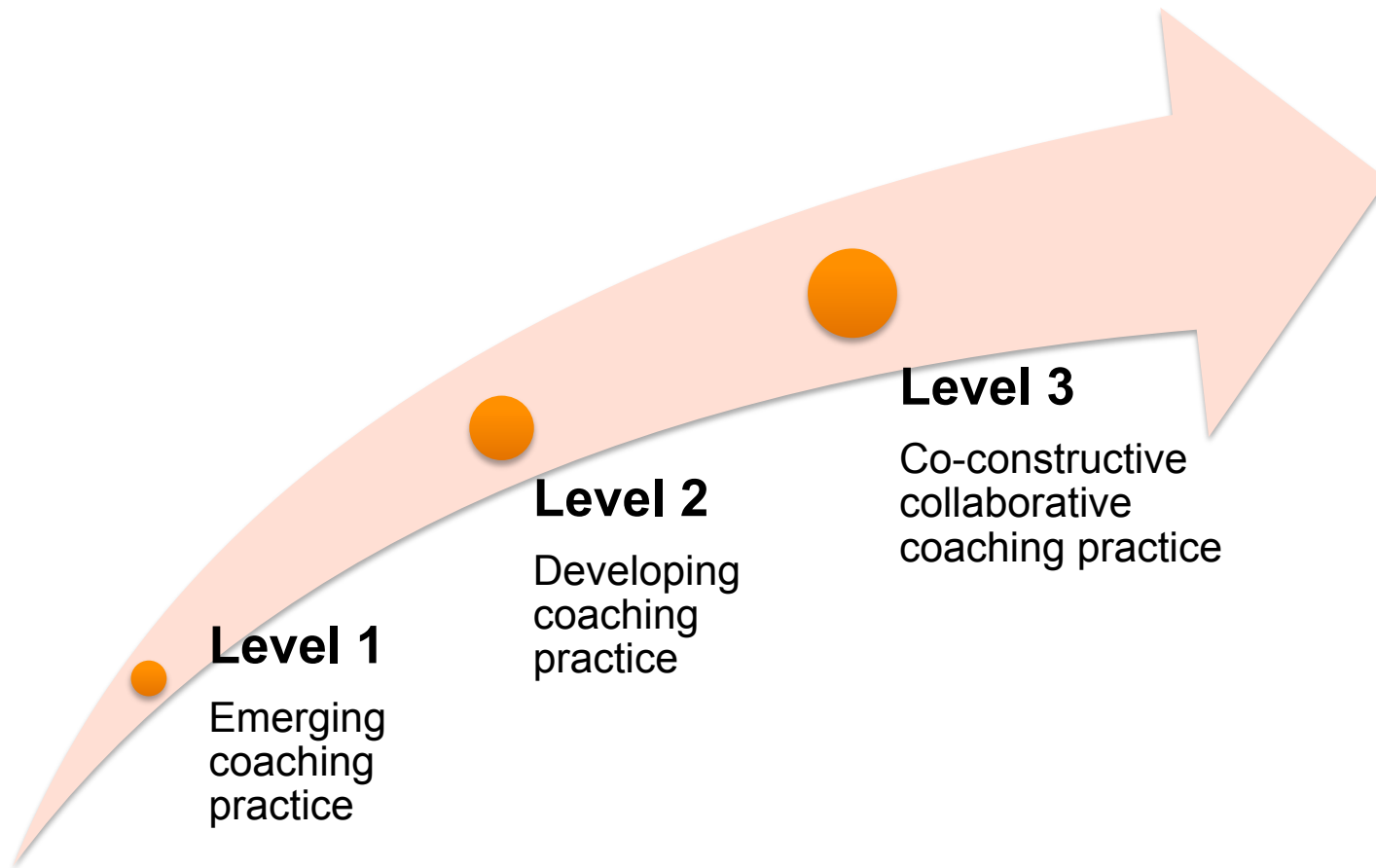
Organisational capital

- *How much capacity do we have in school to accommodate time for coaching, observation, feedback, training, etc*
- *What system or structural changes do we need to make?*

Adapted from NCSL Leading coaching in schools



Four levels of coaching practice development





On trying something new...



There is nothing more difficult to take in hand, more perilous to conduct, or more uncertain in its success, than to take the lead in the introduction of a new order of things.

For the innovator has enemies in all those who profit by the old order, and only lukewarm defenders in all those who would profit by the new order, this luke-warmness arising partly from fear of their adversaries ... and partly from the incredulity of mankind, who do not truly believe in anything new until they have had actual experience of it.

Source: Niccolo Machiavelli, *The Prince*, Chapter 6



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Thank you!

