Making a case for Renovation: Demolition and Grand Designs

Moving coaching forward by understanding its architecture

Rachel Lofthouse
First let's play with ideas:
Add a caption to each photo to suggest something about coaching.
Take a moment to discuss

What is the purpose of teacher coaching in your context?

What problems do you recognise in the practice?

What would you most like to develop as desirable practices?
• For each one ....

• Note down a few words or phrases to describe the nature of the situation and interaction
Consider this

Purposeful practice

What is the purpose of your teacher coaching practice in your context?
What is the purpose of teacher coaching as a form of workplace learning?

- Ensure teaching roles are the desired goals.
- Identify prospective specific career interests.
- Gain occupational capacities – learn the skills needed to do the job.
- Develop occupational competencies for future professional learning – gain the skills needed to keep developing.

Workplace Learning: after Stephen Billett
Talk to your neighbour(s)

- When was the last time you think you experienced coaching (at work or another context)?
- What role were you in?
- What was most memorable about the experience itself?
- What did you take away from it?
Influences on the workplace learning.

What are participants taking away from coaching?

Is the purpose achievable?

Practice pedagogies
appropriate T&L techniques which support workplace learning

Personal epistemologies
beliefs and values that the participants bring to learning in the workplace and to their roles

Practice curriculum
what and how learning opportunities are offered in the workplace

The pedagogic practices of coaching

(after Stephen Billett)
Problems in practice

What problems do you recognise in the practice?
Are these problems relevant?

TES,
30th May 2014
Anonymous
(R. Lofthouse)

What keeps me awake at night

We train teachers up just to break them down

AFTER a recent round of school visits, on which I observed student teachers, I find myself taking stock. I have been training teachers for more than a decade. I have seen four standards rewrites, designed PGCEs split between professional and master's level, accommodated the changes needed to welcome School Direct and worked with trainees doing university courses. I have interviewed hundreds of prospective student teachers, watched thousands of lessons and developed working relationships with dozens of mentors.

The numbers creep up: quotas filled, placements completed, qualifications awarded and jobs secured. Am I proud? Yes. But my overriding thought is how pleased I am that I don’t know the number of teaching posts abandoned by those bright newcomers who have so much to offer. When I go back into schools, people I had hoped would become mentors are often no longer even teaching.

People I had hoped would become mentors are often no longer even teaching

And why is this? Well, we have subverted school visits to provide quality assurance rather than support, and diminished the complexity of learning to teach to a papercourse.

This is my reality: journeys between schools, signing in at reception, quick chats with distracted mentors as we dash along corridors. Summaries of trainee teachers’ progress often extend only to “I hardly see them”, “They’re doing fine” or “We’re still working on the same two targets”.

I observe lessons from behind a pile of “evidence files”, trying to make sense of the context and the practice I must assess teaching and learning in a snapshot.

And then there’s the lesson review: “Let’s talk about learning – your pupils’ and yours.” I try to resist the inevitable routine of ticking off targets – they are a poor substitute for professional expertise.

This system is so devoid of passion and has been simplified beyond use. We need to work harder at the entrance stage of the profession to ensure that these talented teachers stick around.

The writer has worked in teacher training across the UK for more than a decade

Judgement mentoring and other threats to realizing the potential of school-based mentoring in teacher education

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Are these problems relevant?

‘Cruel optimism’: teacher attachment to professionalism in an era of performativity

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\textbf{ABSTRACT}
This study provides a critical exploration of the way teachers’ attachment to notions of professionalism may facilitate a process whereby teachers find themselves obliged to enact centralised and local education policies that they do not believe in but are required to implement. The study argues that professionalism involves an entanglement of (past) occupational and (present) organisational discourses and that the remainders of the former facilitate the enactment of the latter. The study draws on Berlant’s notion of cruel optimism to help understand this process, whereby teachers’ attachment to professionalism may assist them in undermining the very values they believe it embodies.

\textbf{ARTICLE HISTORY}
Received 17 June 2015
Accepted 26 February 2016

\textbf{KEYWORDS}
Education policy; teacher professionalism; discourse; performativity
Notice, reflect, discuss

1. Share what you initially noticed with one or two colleagues

2. Reflect on how these relate to the situations you find yourselves in and the professional conversations that you have as coaches/coachees

3. Discuss the ways that you would like to develop your own practices in your coaching roles through focusing on professional dialogue
Developing desirable practices

What would you most like to develop as desirable practices?
Professional dialogue as a ‘site’ of practice
Theory of Practice Architecture, Stephen Kemmis

‘Doings’
PHYSICAL / TEMPORAL ‘SPACE’
What activities occur;
How individuals undertake their activities;
How the space is configured and set up;
How resources are deployed;
The productiveness of actions.

‘Sayings’
SEMANTIC ‘SPACE’
What is said & written;
The nature of the language used;
The balance of formality or informality;
The meaning, intention and comprehensibility of communication;
How communication is received and responded to.

‘Relatings’
SOCIAL ‘SPACE’
How individuals connect and relate to each other;
What roles are taken;
How formal and informal relationships are;
The significance of power, trust and solidarity;
How individuals feel in the social space.

SEMANTIC ‘SPACE’

PHYSICAL / TEMPORAL ‘SPACE’
Developing practices in coaching:
Changing practice architectures by design

‘Doings’
e.g. enhancing reflection with video

‘Sayings’
e.g. using coaching dimensions

‘Relatings’
e.g. being an expert other
Physical / temporal space

‘Doings’
e.g. enhancing reflection with video
We were able to laugh a great deal about all sorts of events which then led to a more serious consideration of events. This in turn allowed a more open and confident relationship.” [PGCE Mentor]

“Doings’
e.g. enhancing reflection with video

“It highlighted things which I could then evaluate in future lessons” [Student teacher]

“The student teacher identified issues for himself, so he was more motivated to correct them” [PGCE Mentor]

“The video can act as an objective narrator for the student teacher to learn from and hence, being uninvolved, the 'story' presented by a video may be more obvious and thus persuasive than feedback from tutors / mentors” [PGCE Tutor]
Semantic space

‘Sayings’
e.g. using coaching dimensions
Social space

‘Relatings’
e.g. being an expert other

Application – contributing expertise to develop new approaches
Elaboration – acting as ‘expert other’ to facilitate collaborative professional learning
Creation – working collaboratively to co-construct new professional practices

e.g. refining mentoring
e.g. noticing approaches, lesson study
e.g. inter-professional coaching

E.g. being an expert other to facilitate collaborative professional learning
Social space

‘Relatings’

Examples:
- being an expert
- other

Academics

Accountability

Solidarity

Role

Expertise

Power

Trust

Voice

Representation
How have you developed coaching to date? How else could you change coaching by developing new practice architectures?

Reflect on the reality of your practice

‘Doings’

PHYSICAL / TEMPORAL ‘SPACE’

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‘Relatings’

SOCIAL ‘SPACE’

How individuals connect and relate to each other;
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The significance of power, trust and solidarity;
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