

# BERA CURRICULUM SYMPOSIUM

Using coaching and mentoring to  
focus on the curriculum in action

Professor Rachel Lofthouse  
CollectivED

A University Research and Practice Centre  
where we

Create  
Communicate  
Connect  
Collaborate  
Contribute

# CollectivED

The Mentoring & Coaching Hub



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# Overview of session

- Quick conversations and introduction
- Sample evidence base and missing pieces
- Tools – enabling productive conversations
- Exploring research questions

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Quick conversations and  
introduction

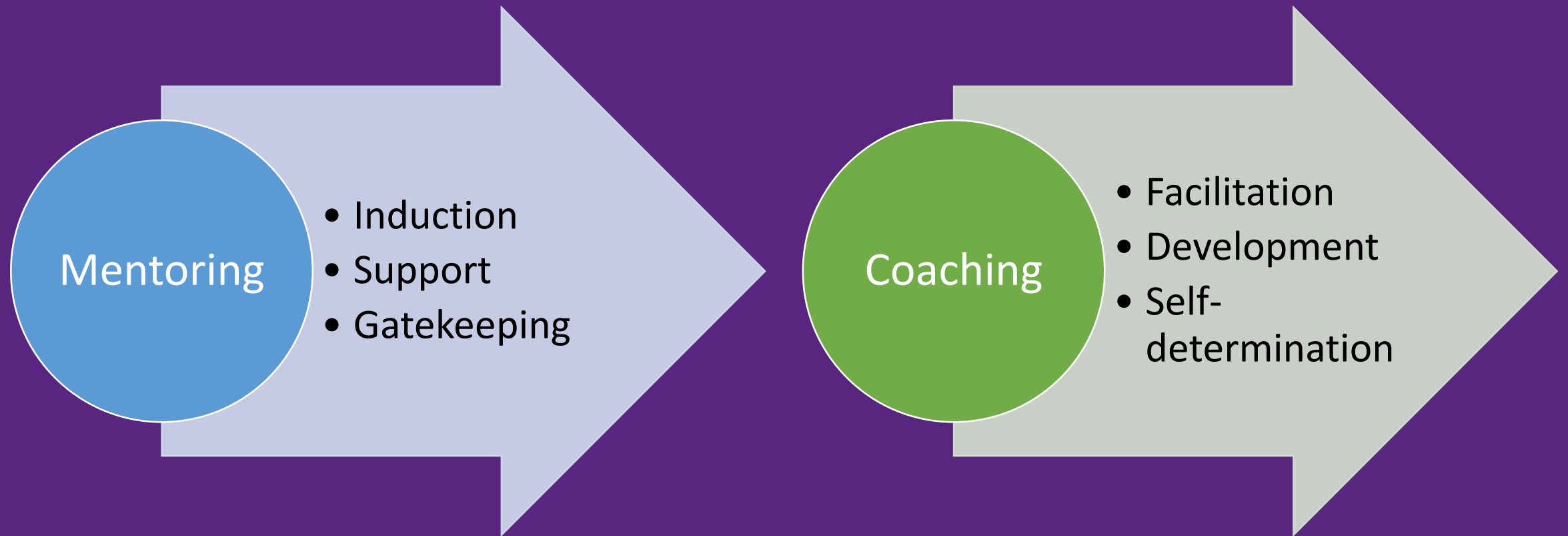
# Quick discussion...

**Share your responses to this question**

*Who do you talk to about your work in education and why?*

How often are your conversations about curriculum?  
Are these conversations related to action?

# Coaching and Mentoring: A spectrum of intent, context and quality



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Sample evidence base and  
missing pieces



# Mentoring student teachers; a vulnerable workplace learning practice

Rachel Lofthouse and Ulrike Thomas  
*Research Centre for Learning and Teaching, School of Education,  
Communication and Language Sciences, Newcastle University, Newcastle, UK*

Mentoring  
student  
teachers

201

Received 30 March 2014  
Revised 24 July 2014  
12 August 2014

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## Lesson Study: an Opportunity for Collaborative Teacher Inquiry

Rachel Lofthouse<sup>1</sup>  
Stefan McElwee<sup>2</sup>  
Claire King<sup>3</sup>  
Colin Lofthouse<sup>4</sup>

<sup>1</sup>Leeds Beckett University, UK; <sup>2</sup>Ponteland High School, UK;  
<sup>3</sup>Professional Learning Solutions Ltd, UK; <sup>4</sup>Rickleton Primary School, UK

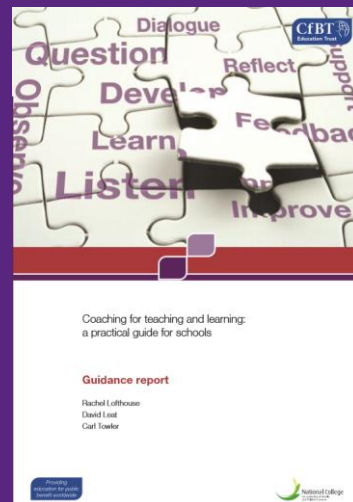


Professional Development in Education

ISSN: 1941-5257 (Print) 1941-5265 (Online) Journal homepage: <http://www.tandfonline.com/loi/rjie20>

## Coaching in education: a professional development process in formation

Rachel Lofthouse



Coaching for teaching and learning:  
a practical guide for schools

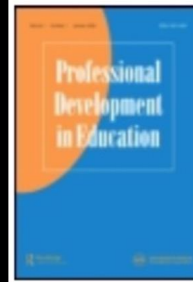
Guidance report

Rachel Lofthouse  
David Leat  
Carl Towler

# Re-imagining mentoring as a dynamic hub in the transformation of initial teacher education

## The role of mentors and teacher educators

Rachel M. Lofthouse  
*Carnegie School of Education, School of Education and Childhood,  
Leeds Beckett University, Leeds, UK*



## Professional Development in Education

Publication details, including instructions for authors and  
subscription information:

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## Concerning collaboration: teachers' perspectives on working in partnerships to develop teaching practices

Rachel Lofthouse<sup>a</sup> & Ulrike Thomas<sup>a</sup>

<sup>a</sup> Education, Communication and Language Sciences, Newcastle  
University, Newcastle upon Tyne NE1 7RU, UK  
Published online: 28 Jul 2015.



Click for updates

[attunedinteractions](http://www.tandfonline.com/doi/10.1080/19415257.2015.1055555)

**Developing the use of communication  
rich pedagogies in classrooms using  
Video Enhanced Reflective Practice in-  
formed methodologies as a vehicle for  
teacher and speech and language ther-  
apist continuing professional develop-  
ment. Flanagan, J., Wigley, B. & Loft-  
house, R.**

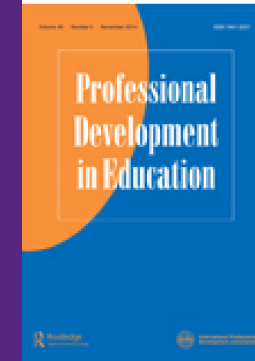
IJMCE  
2,1

8

# An activity theory perspective on peer coaching

Rachel Lofthouse and David Leat

*Education, Communication and Language Science, Newcastle University,  
Newcastle, UK*



## Professional Development in Education

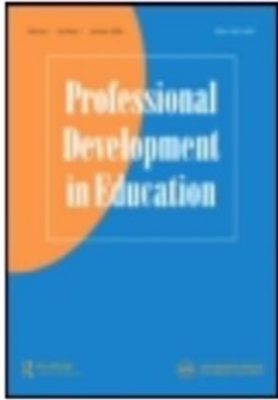
Publication details, including instructions for authors and  
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<http://www.tandfonline.com/loi/rjie20>

## Developing practices in teachers' professional dialogue in England: using Coaching Dimensions as an epistemic tool

Rachel Lofthouse<sup>a</sup> & Elaine Hall<sup>a</sup>

<sup>a</sup> The Research Centre for Learning and Teaching, School of  
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Published online: 11 Mar 2014.



## Professional Development in Education

Publication details, including instructions for authors and subscription information:

<http://www.tandfonline.com/loi/rjie20>

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Published online: 28 Jul 2015.



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## THE BERA BLOG RESEARCH MATTERS

### Teacher peer coaching; a story of trust, agency and enablers



Rachel Lofthouse & Emma Bulmer  
Thursday 10 March 2016

SHARE:

Teaching and Teacher Education

This blog is a good news story in terms of teacher collaboration from The Hermitage Academy, a North-East Teaching School. The Academy has deliberately and steadily built a culture of teacher collaboration. It

### *Shared labour for a common purpose*

Combined effort was for a common purpose with a focus on students and their learning

### *Parity and link to productive dialogue*

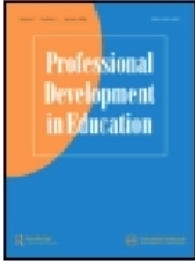
Working productively as well as building relationships

### *A safe forum for professional challenge*

Make choices about practice beyond QA & PM processes

<https://www.bera.ac.uk/blog/teacher-peer-coaching-a-story-of-trust-agency-and-enablers>





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### Coaching in education: a professional development process in formation

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### CollectivED: Making sense of coaching for professional development in education

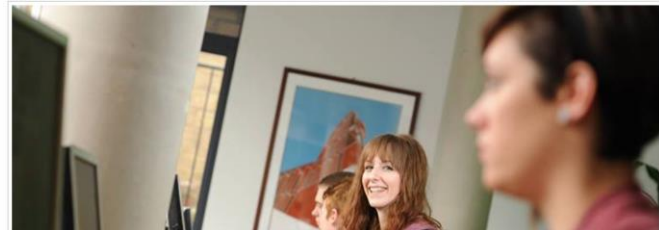
BLOGS HOME / CARNEGIE EDUCATION / COLLECTIVEDMAKING SENSE OF COACHING FOR PROFESSIONAL DEVELOPMENT IN EDUCATION



by Professor Rachel Lofthouse | 18/10/2018 | 0 Comments



Our Leeds Beckett University research and practice centre 'CollectivED: the Mentoring and Coaching Hub' officially launched on the 14th March with over 50 Teachers, Teacher Educators, Academics and Education / Coaching Professionals attending our inaugural event - Coaching in Education: Why bother?



#### ABSTRACT

Coaching has been evolving as a form of professional development for teachers and school leaders for several decades, and now exists in many forms. This study focused on the work of six coaches in England, using an adapted focus group approach to discover how they explained and conceptualised the value of their practices. As the coaches' conversations with each other emerged details of the nature of their work, and their reflections on it, were elicited which were analysed thematically while also paying due attention to individual narratives. Although coaching is not easily defined this study demonstrates the significance of relationships and dialogue in coaching and the structures and protocols that support that. It suggests that coaching is suited to helping individuals dealing with authentic challenges, professional interests and dilemmas experienced in complex educational settings, while also acting as a counterweight to some of the consequences of performativity. The study also suggests that coaching may be a valuable means to deploy the expertise of experienced professionals to support an education system exposed to problems of retention of both teachers and school leaders.

<http://leedsbeckett.ac.uk/blogs/carnegie-education/2018/10/collectivedmaking-sense-of-coaching-for-professional-development-in-education/>





Schools vs. university

Coaching vs. mentoring  
good use & misuse

peer-to-peer?

coaching approach / 'judgementoring'

"collaborative appraisal"

"process consultancy"

peer coaching → pre-service teachers

peer-review in a multi-academy trust

monitoring & evaluation

BENEFITS TO THE COACH

collaborative inquiry

- trainee teachers -  
"associate teachers"

formal vs. informal feedback

"dialogue with staff"

using video for coaching

non-judgemental [TENSION] lesson observation

"humanity of the conversation"

coaching head teachers

experts (S&L Therapists) using a coaching approach with teachers

unlocking potential of educators/leaders

protected characteristics

alignment with values

wellbeing of educators

personal/professional balance

physical education teachers mentoring & coaching

what is the perceived impact?

self-confidence of educators

limiting factors

"changing the system"

unconscious bias

COACHING ALONGSIDE LEADERSHIP DEVELOPMENT PROGRAMME

changing mindsets

"fear-based system" (toxic culture)

"trust-based system" "congenial → collegial"

"safety"

coaching parents

impact on students?

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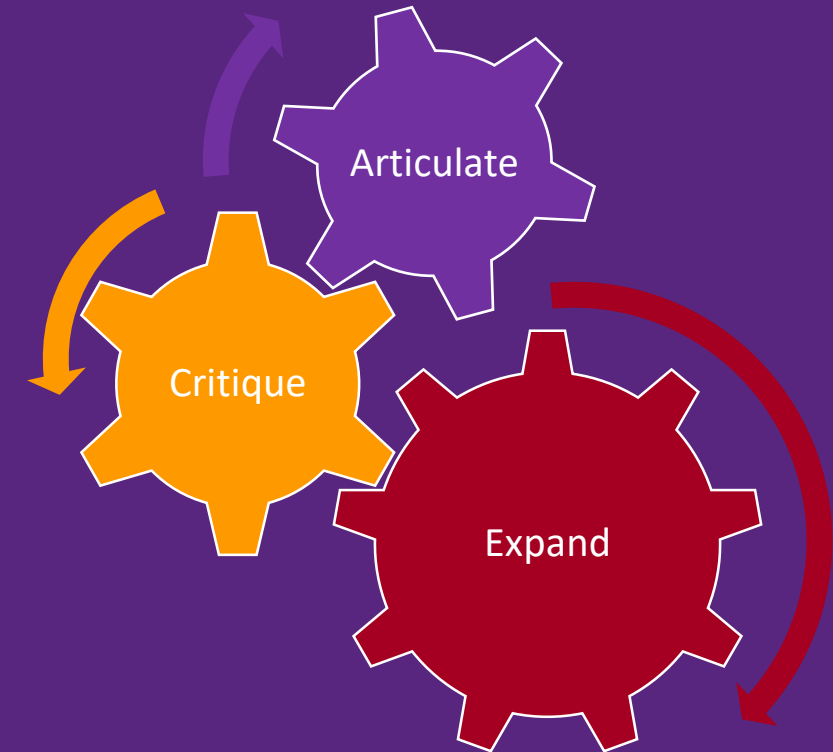
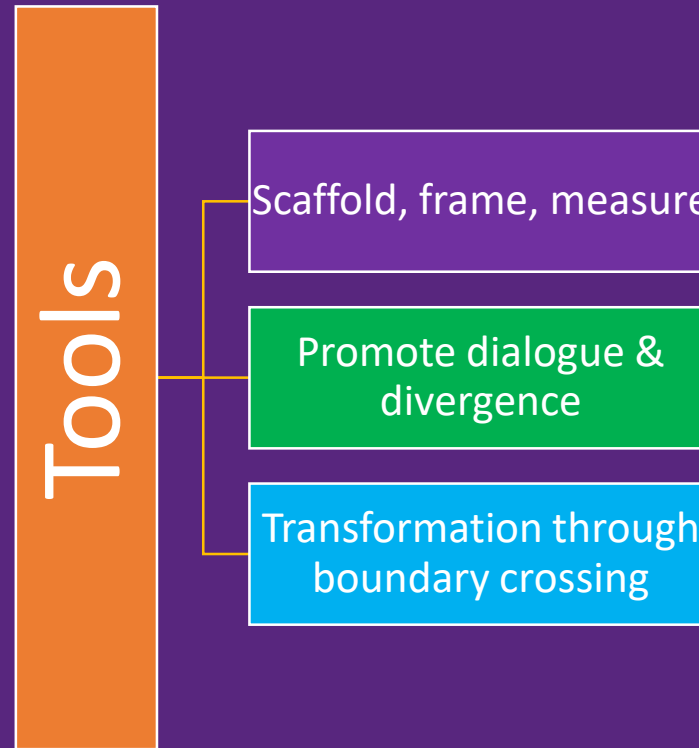
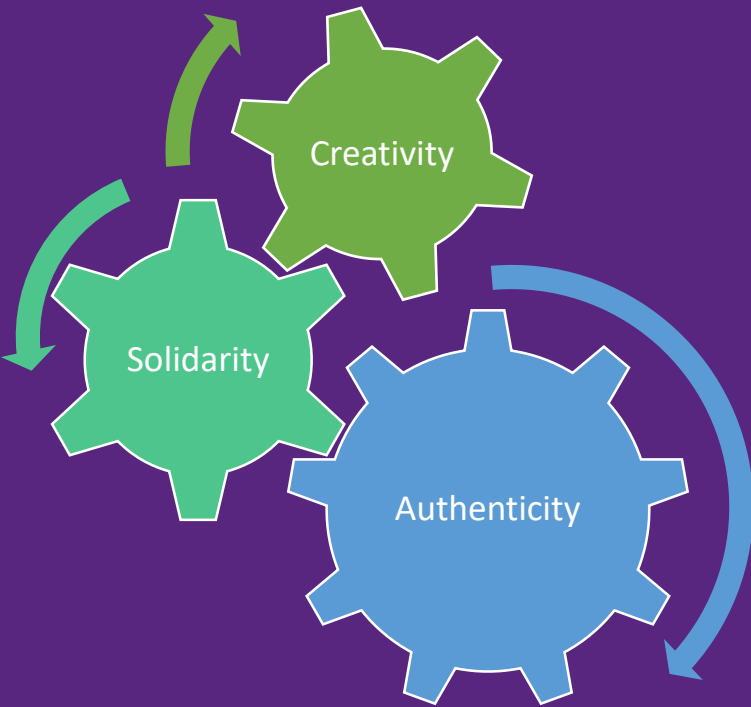


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Tools – enabling productive  
conversations

Attributes for professional learning and development of practice: individual and institutional

Changes resulting from professional learning and development of practice: individual and institutional



# Using ecological analysis to discuss curriculum

## **INPUTS**

Who are the learners? What do you know about them that should influence your planning?

What is framing the curriculum; what are the opportunities and constraints?

How confident are you about your own knowledge base and relevant experience?

## **EXPERIENCE**

How did learners engage with the curriculum?

What was your role as the teacher?

How were the episodes of learning connected within and between lessons?

How was this related to the inputs, and what occurred that was unexpected?

## **OUTCOMES**

What evidence was there of learning? How is this recognised?

What did you learn about pupils / your subject / yourself?

What might be the legacy of this curriculum? How can this be enabled and enriched?





# Theory of Practice Architecture, Stephen Kemmis



## SEMANTIC 'SPACE'

What is said, nature of the language, its meaning, intention and comprehensibility, its formality or informality, how it is received and responded to

## PHYSICAL / TEMPORAL 'SPACE'

What activities occur, productiveness of actions, how the space is configured and set up, how resources are deployed, how individuals undertake their activities

## SOCIAL 'SPACE'

How individuals connect and relate to one another, what roles they take, formal and informal relationships, the significance of power, trust and solidarity, how individuals feel in the social space

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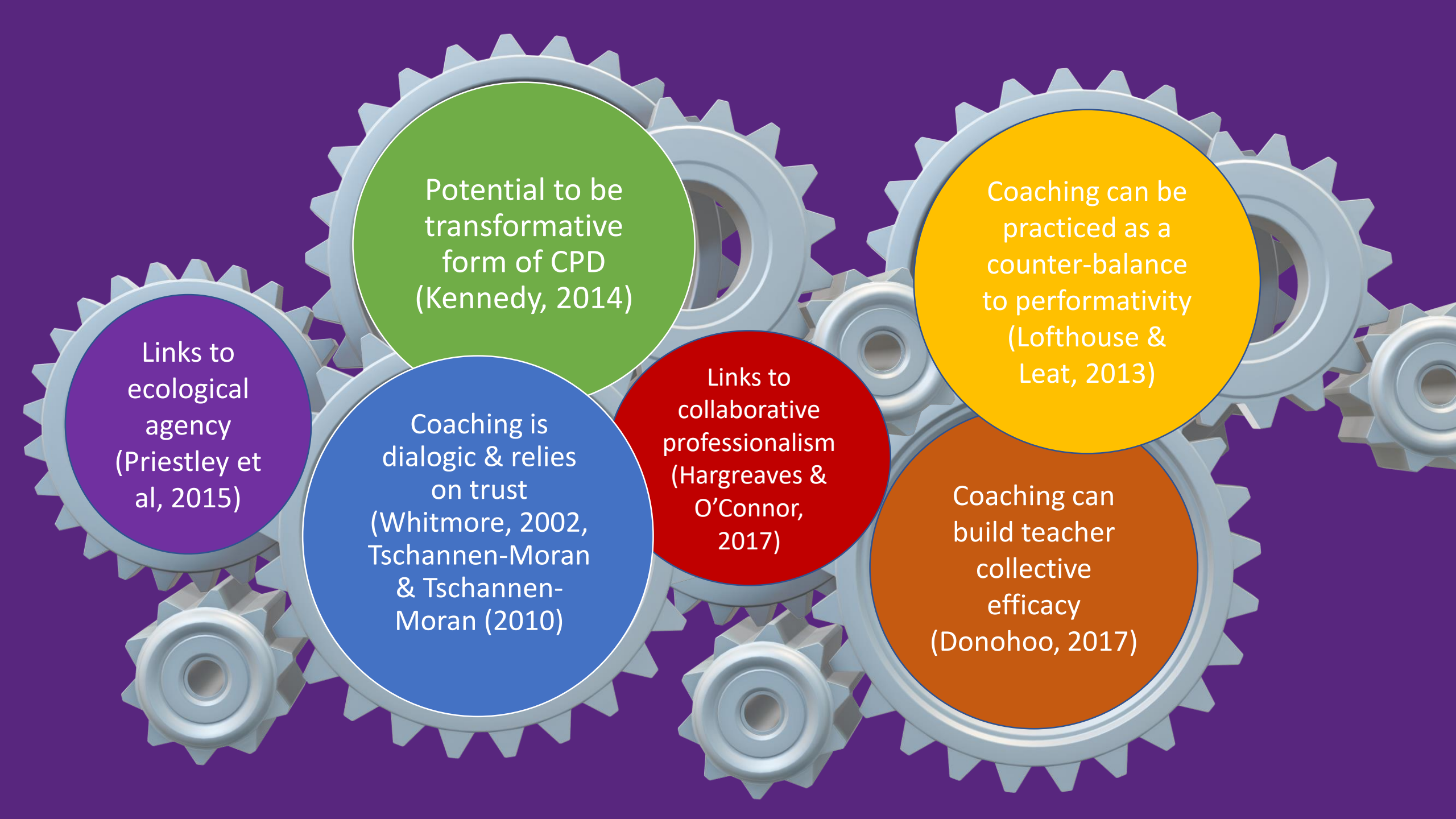
Exploring research questions

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Potential to be  
transformative  
form of CPD  
(Kennedy, 2014)

Coaching can be  
practiced as a  
counter-balance  
to performativity  
(Lofthouse &  
Leat, 2013)

Links to  
ecological  
agency  
(Priestley et  
al, 2015)

Coaching is  
dialogic & relies  
on trust  
(Whitmore, 2002,  
Tschannen-Moran  
& Tschannen-  
Moran (2010)

Links to  
collaborative  
professionalism  
(Hargreaves &  
O'Connor,  
2017)

Coaching can  
build teacher  
collective  
efficacy  
(Donohoo, 2017)

# Final discussion...

**Share your  
responses to  
this question**

*What research  
questions emerge  
about approaches  
to professional  
learning &  
curriculum in  
action?*

How might this  
research be inclusive  
and meaningful?



CollectivED:  
Building an  
Evidence Base  
and Contributing  
to Expertise  
through Research  
and Engagement

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