



# COACHING RESEARCH NEWSLETTER

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## AUTUMN INSET UPDATE: NEXT STEPS

Autumn INSETs have now been held in Staffordshire, the North East and Essex. This has proved an excellent opportunity to catch up with school colleagues who are supporting our research, and for them to share practice with us and each other. We have also been able to discuss initial findings from Year 1 of the project and develop strategies for Year 2. We also welcomed a number of new schools to the project.

To follow up those sessions we are sending you an individual Coaching Projection Plan for 0809. We would like all teachers who will be undertaking coaching and supplying us with data this year to complete this plan and return it to us. This allows us to plan our research work, generate a schedule and keep in touch with you at appropriate points in the year.

### GOLDEN RULES OF COACHING CONVERSATIONS

- Use coaching to co-enquire into teaching and learning practice not to judge teaching
- Make coaching a democratic activity, not a hierarchical one
- You can use video to stimulate recall, draw out details of practice and focus conversations
- Our research focus this year is to determine how coaching can be improved further; your help is vital

## QUESTIONS AS THE BASIS OF COACHING

One of the features of the Autumn INSETs was the sharing of new tools that you may like to try out to support your coaching. These include an observation and discussion framework based on questions. To help you decide whether or how to use this please read on.

One element of coaching is sharing questions with colleagues about teaching and learning in your own context. This allows an exploration of professional ideas, practices, decisions, outcomes and issues.

Questions can be used to seek clarification, to reflect on experiences and to relate our practice to that of others and the wider policy and

research context. When asking each other questions it is OK to not know all of the answers; we are engaged in a very complex profession.

You can experiment with the questions you ask and are likely to find that asking good questions becomes more intuitive over time. Questions that are really productive will invite use of classroom evidence, reflection and contemplation of future actions.

**Using your questions as a guide look for opportunities to collect evidence of practice. The purpose of this is to stimulate conversation and reflection.**

From observations you can

make records of teachers' and pupils' dialogue. You can also construct tally charts to capture phenomena such as types of questions asked, patterns of pupil participation, types of interaction or behaviour patterns. You can map patterns onto seating plans, such as teacher movement, teacher-pupil interaction and on-off task behaviour. There is also value in simple 'witness statements' describing what you see. Using video you can do much of the above but with the added value of playback.

You might also reflect on other lesson artifacts, such as lesson plans, pupil work and resources as you talk.