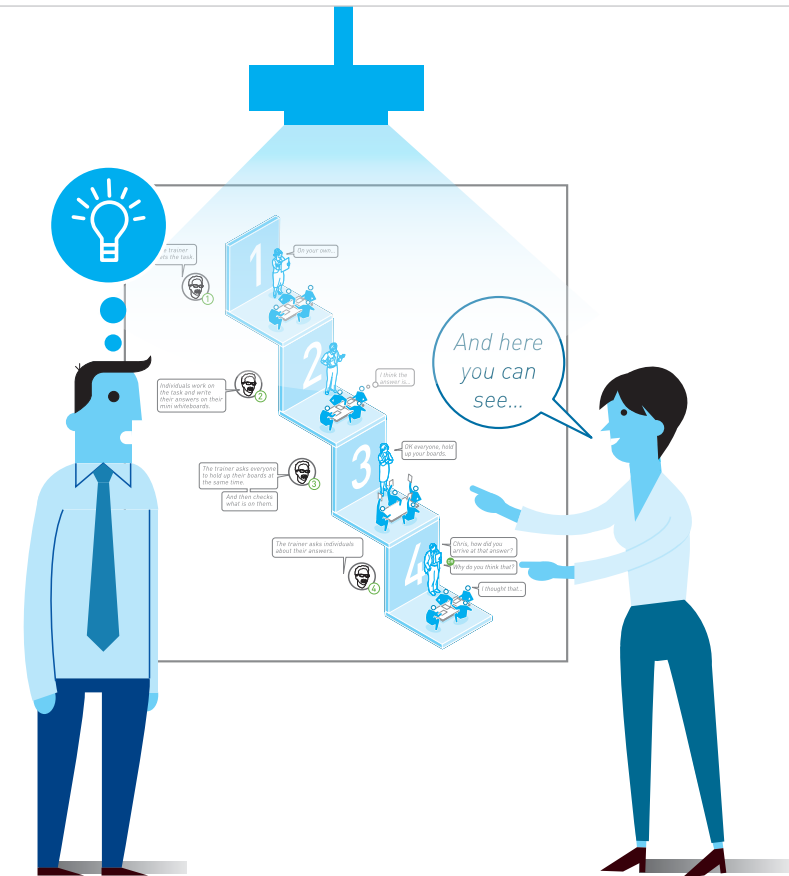


# Coaching Teachers



The HOW2 coaching model is designed specifically for teachers, and is not just an adaptation of life-coaching. Expert visual knowhow, transforms coaching into an evidence and action-based partnership.

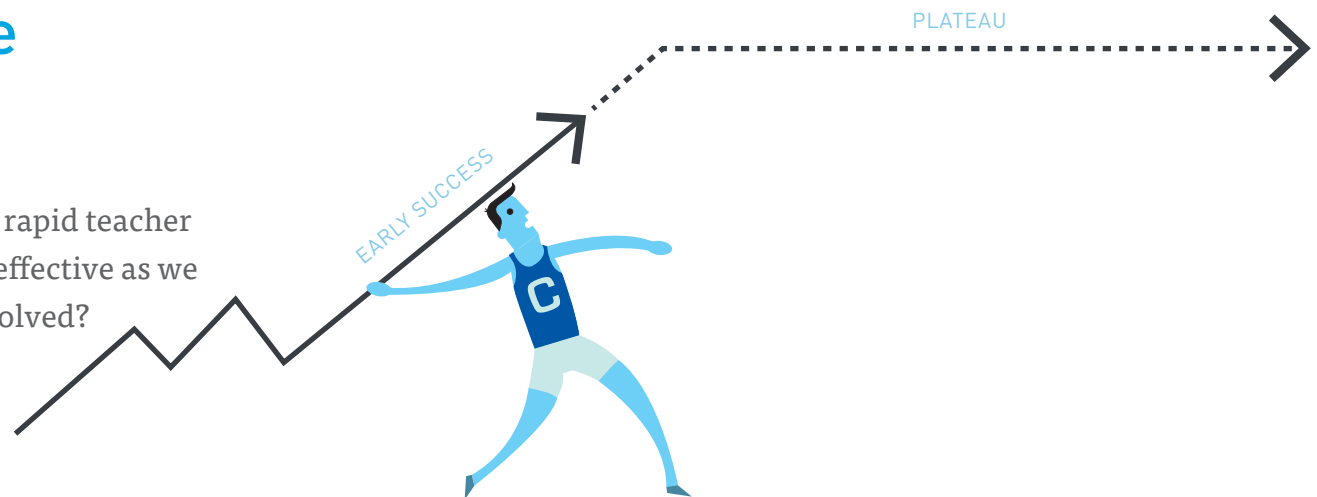
*“Behavioural coaching is a how-to-get-there process, not a where-to-go process.”*

1

— GOLDSMITH, M., 2000, COACHING FOR LEADERSHIP, JOSSEY-BASS

## The Underperformance of Coaching

Coaching has not proved to be the panacea for rapid teacher improvement. Is it because coaching is not as effective as we all first thought? Or are there other factors involved?



### NOT DELIVERING

It took a while for the work of Joyce and Showers to make an impact this side of the Atlantic. But once the lure of wandering gurus (and their expensive courses) waned, schools and colleges turned to coaching as the principal method of CPD.

The consequent establishment of coaches advance practitioners and advance skills teachers introduced a welcome classroom-based and personalised approach to teacher development. A decade or so later, however, the results haven't been as dramatic or as inevitable as first predicted.

### NOT SUSTAINABLE

Champions of coaching — those ideologically wedded and professionally committed — would respond to this accusation with the explanation that they need more time, more coaches and more training for coaches. Perhaps so. But this is naive in a period of prolonged austerity and dangerous in the face of Ofsted's demand for rapid improvement.

### WRONG MODEL

The fault in this line of reasoning is not whether coaching is a powerful tool for improving teachers but whether the model of coaching universally adopted in education, is the appropriate one.

Education has unfortunately looked towards the psychotherapist for its inspiration and guidance rather than the sports coach.

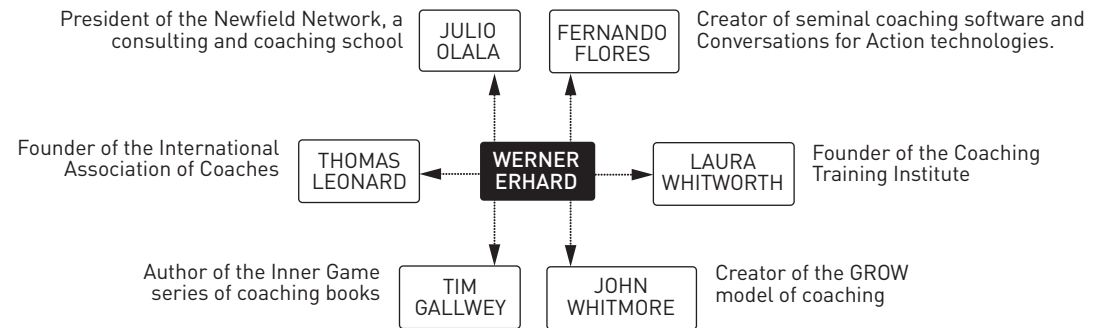
*Coaching tends to have its roots in psychotherapy and counselling.”*

2

— LOFTHOUSE, LEAT & TOWLER, 2007, COACHING FOR TEACHING & LEARNING, NATIONAL COLLEGE FOR SCHOOL LEADERSHIP

## The Origins of Coaching

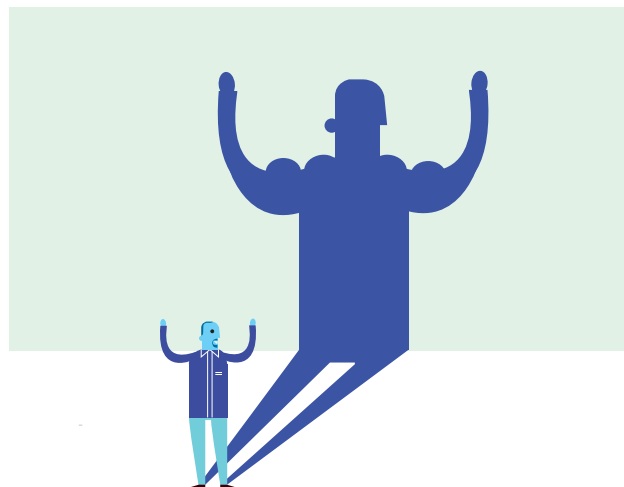
Coaching as we know it was not designed for education. It was created in the very special environment of personal growth and therapy.



### THE HUMAN POTENTIAL MOVEMENT

The Human Potential Movement of the 1960 and 1970s provided a revolutionary and positive alternative to the problem-centred approach of traditional psychology. It was a heady mix of the American can-do spirit and the idealism of the then hippy scene. Coaching was one of its many outcomes.

It was an approach to coaching that was steeped in therapy — highly personal, client-centred and starkly unlike the type of coaching of the sports world.



### WERNER ERHARD

Perhaps the key source of influence in coaching's birth and development was Werner Erhard, originator of the est training, the first and best known of the large group awareness trainings. His staff, associates and friends went on to create the coaching establishments that continue to shape our perception of what coaching is and how it should work.

*"A non-directional ask-not-tell approach may be best characterised by the work of John Whitmore."*

3

— STOBER, D. R. & GRANT, A. M., 2006, EVIDENCE-BASED COACHING HANDBOOK

## The GROW Model of Coaching

Originating from the Human Potential Movement, the GROW model is an approach to improvement through self-discovery and empowerment.



### LIFE COACHING

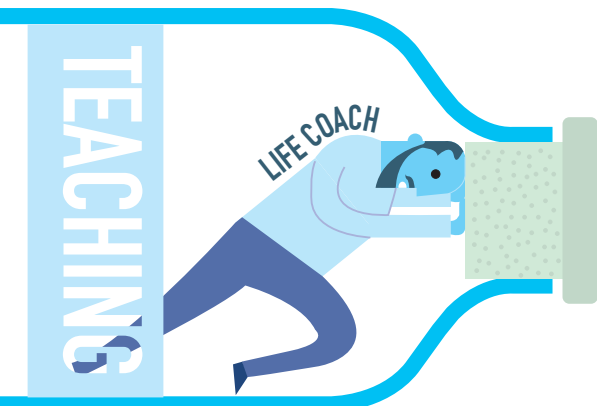
John Whitmore was close to Werner Erhard and was instrumental in bringing his est training to London. This helps explain the flavour and emphasis of his subsequent creation, the GROW model of coaching.

Focused on self actualisation and the realisation of personal goals, this model of coaching is informally known as life coaching and by professionals as executive coaching.

### THE WRONG FIT

Outside of education, the focus on relationships or self actualisation is very appropriate. Or within a professional context where a level of technical competency has been attained, executive coaching adds an advantage. But for jobs where learning technical skills is the primary goal, a life, or executive, model with the deliberate withholding of expert knowledge is a mistake.

Far better to adopt a behavioural approach that, like sports coaches, emphasises the learning of new skills. And for which access to expert knowledge is essential.

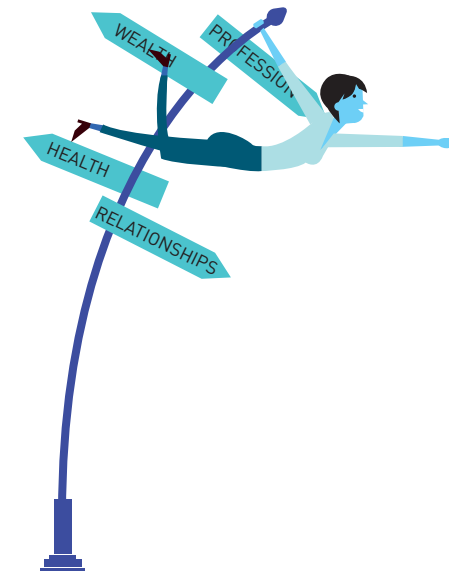


*“There is some difference of opinion as to the appropriate role of expert knowledge in coaching.”*

— STOBER, D. R. & GRANT, A. M., 2006, EVIDENCE-BASED COACHING HANDBOOK

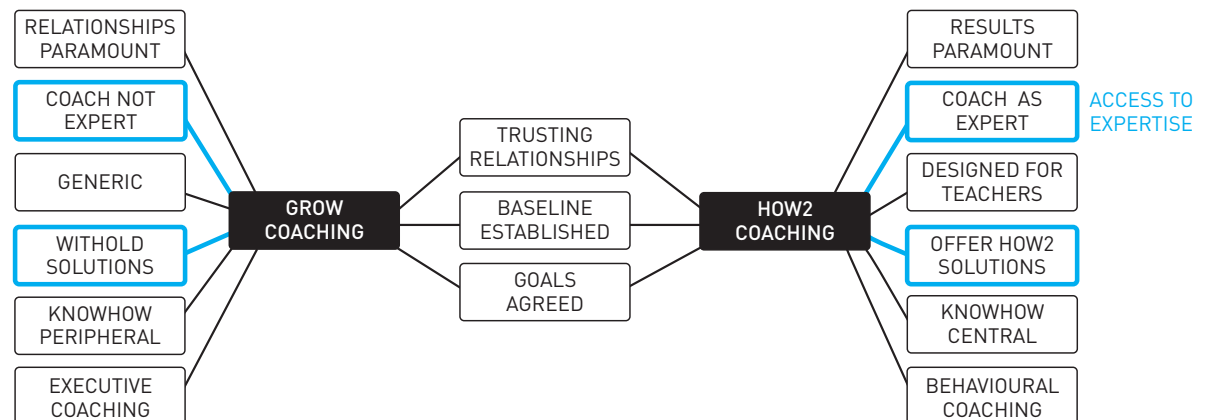
# The GROW Model of Coaching

Originating from the Human Potential Movement, the GROW model is an approach to improvement through self-discovery and empowerment.



## NOT DELIVERING

The GROW model favours the coach withholding solutions to promote self-discovery. This is appropriate for gaining insights into one’s inner, personal life. But a disastrous strategy in a professional context where rapid improvement based on evidence-based practice is paramount. HOW2s offer a compendium of such technical and proven solutions to teaching mastery.

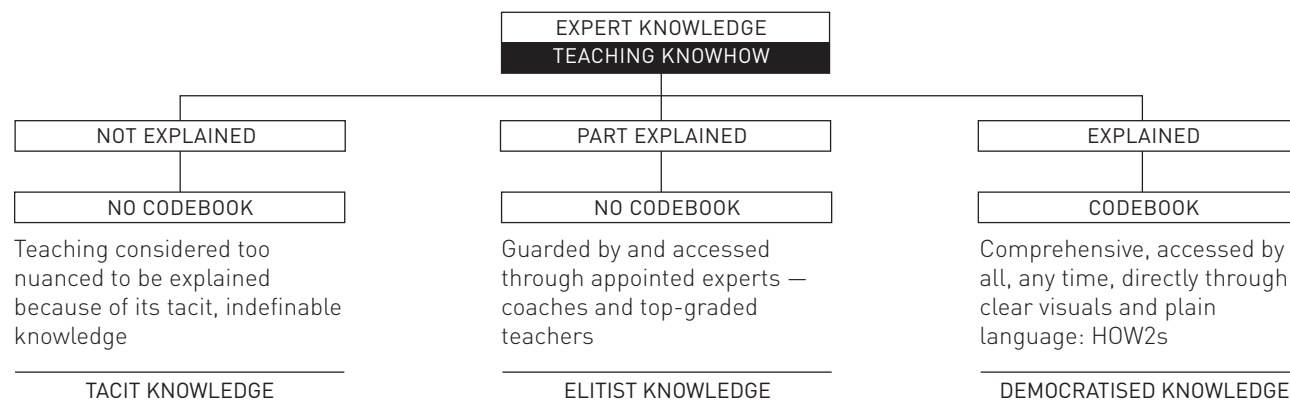
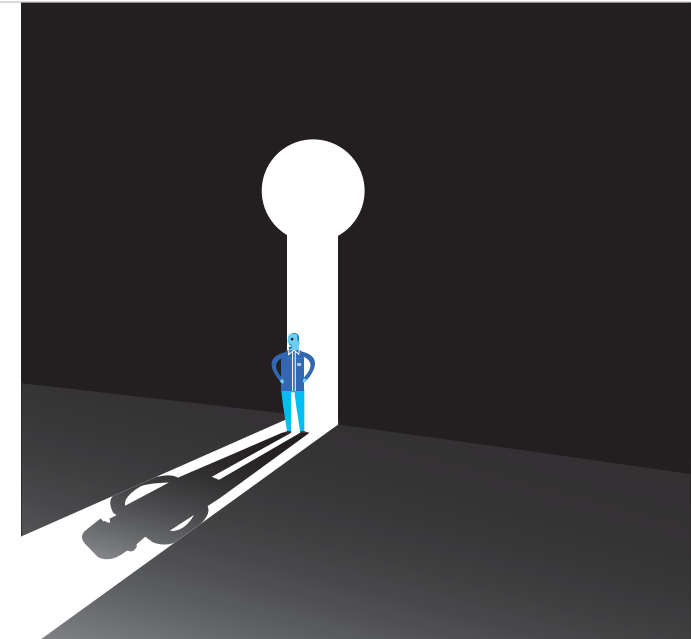


“It would be unprofessional and unethical not to impart important information in a timely and appropriate fashion.”

— STOBER, D. R. & GRANT, A. M., 2006, EVIDENCE-BASED COACHING HANDBOOK

## Expert Knowledge

Every teacher has a right to access expert teaching knowledge. Yet it isn't codified and easy to share. Instead, access is restricted through its guardians — the coaches.



### THE SPECIAL ONES

When expert professional knowledge is not captured and codified, it remains guarded by its appointed gate keepers. In education, these are the coaches, advance practitioners and advance skill teachers. Such special ones, or rock stars, as Atul Gawande calls them in his book *The Checklist Manifesto*, enjoy their high status. Consequently they have a disinclination to demystify their talent, share its secrets and make themselves redundant. And yet, surprisingly, organisations base their development strategies on this restricted access to pedagogical knowledge.

*“Instructional Coaches work with teachers to help them incorporate research-based instructional practices.”*

6

— KNIGHT, J., 2007, INSTRUCTIONAL COACHING, CORWIN PRESS

## Instructional Coaching

Designed for education, this behavioural coaching model focuses on the technical classroom skills needed to make evidence-based teaching a daily practice.



### DESIGNED FOR EDUCATION

Unlike forcing life coaching into the wrong place, Instructional Coaching was specifically designed for education. Created by Jim Knight from Kansas University, this approach to coaching has two decades of data validating its effectiveness. So what's different about this method? Primarily it's behavioural and not executive coaching.

Its stated purpose is to bring evidence-based teaching into teachers' practices. Because of this explicit technical goal, the demands made on the coaches are far higher than for life coaching.

### SUPER COACHES

The coaches are super teachers and expert communicators. They have a comprehensive knowledge of evidence-based teaching. And model it. Equally skillfully, they regularly turn text-heavy explanations, taken from books and manuals, into clear, step-by-step checklists for their busy teachers.

Throughout, the emphasis is on a deep understanding of teaching techniques, not a shallow emphasis on relationships alone. But that doesn't mean these coaches don't have the personal qualities needed to form trusting relationships with the teachers they coach.

### THE PROBLEM OF SCALE

Such coaches are not common place. It takes time and money to develop coaches of this calibre. Then there's the cost of having them on staff, timetabled solely to coach. They model, create personalised explanations, plan, observe and give feedback. It's feasible to imagine small-scale research projects funding such coaches, but not so a system-wide roll out.

But even if affordable, it still restricts teacher improvement to the availability of these super coaches who are the gate keepers to expert teaching knowhow.

*“Turns out, knowing what to do is a long way from doing it.”*

— LEMOV, D., 2012, PRACTICE PERFECT, JOSSEY-BASS

7

## The HOW2 Coaching Model

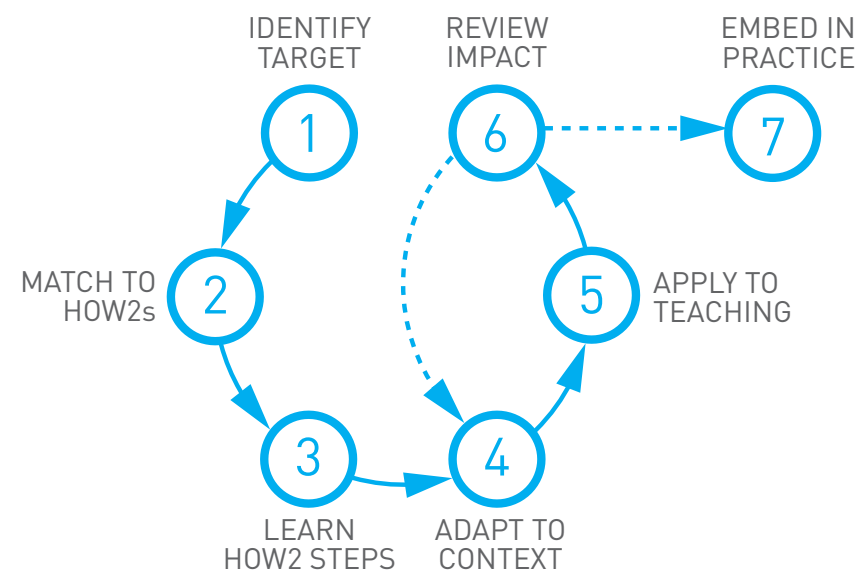
HOW2s are visual explanations that codify expert knowhow for teachers and coaches, transforming the nature of coaching into a knowledge-based and action-oriented partnership.

### SIMPLE, FLEXIBLE, PRACTICAL

Adapted from Instructional Coaching, this model is designed to make expert knowledge freely available at all stages of the learning process. HOW2s make evidence-based teaching knowledge clear, precise and practical.

At every stage of the process there is flexibility to personalise the coaching in the form of three options:

- For You: the coach chooses on behalf of the teacher
- With You: a joint decision by coach and teacher together
- By You: a totally autonomous decision by the teacher.





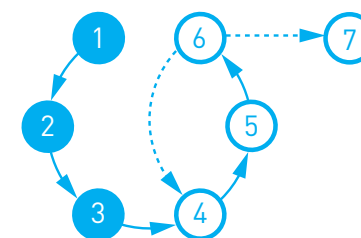
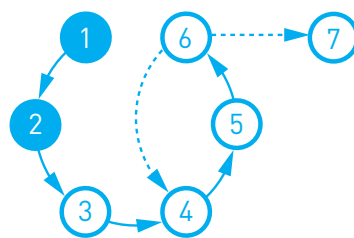
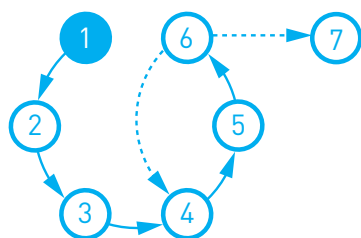
*“Choice is believing that choices lie at the heart of professional practice.”*

— KNIGHT, J., 2007, INSTRUCTIONAL COACHING, CORWIN

8

## The HOW2 Coaching Process

The HOW2 coaching model has seven stages which represent the core activities involved in supported learning. An iterative loop is built in to accommodate a natural learning cycle.



### IDENTIFY TARGET

The coaching process starts with a specific idea of what is to be achieved. This may be approached in terms of addressing particular needs arising from a lesson observation. Or it may simply be a question of trying out new and interesting techniques.

As with all stages on this model, there are choices to be made regarding autonomy and guidance. Some coaches may leave their experienced coachees to choose their own targets. Newly qualified teachers may need rather more guidance, if not direction.

### MATCH TO HOW2S

Just having a target is not enough. HOW2s provide the specific, practical techniques to get teachers to reach their personal performance targets.

Teachers can find the HOW2s they need in the Library where you can search by series, by Ofsted, by digital technologies, or by your organisation's created Set of HOW2s. Coaches can then group the chosen HOW2s into a personalised Set, and send it as a To-Do to coachee/s.

### LEARN HOW2 STEPS

The HOW2 takes little time to understand. There are three visual formats to help move from an overview (the infographic) to a step-by-step sequence (the presentation) and onto more background detail (the book).

Teachers may want to see a peer model the HOW2 first. Or to read the Notes made previously by colleagues who had tried the same HOW2. These Notes are attached to the specific HOW2 in question, and conveniently to hand.

Explaining the HOW2 to a colleague is a good way of checking and strengthening understanding.

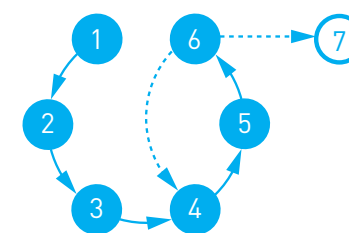
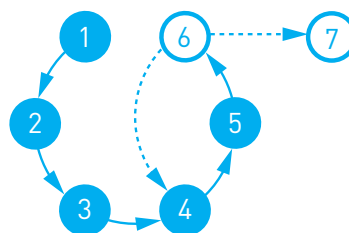
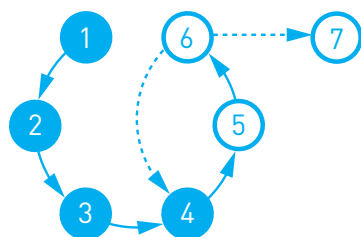
*“Without specific techniques to provide direction, we fall back on vague platitudes”.*

— LEMOV, D., 20120, PRACTICE PERFECT, JOSSEY-BASS

9

## The HOW2 Coaching Process

The HOW2 coaching model has seven stages which represent the core activities involved in supported learning. An iterative loop is built in to accommodate a natural learning cycle.



### ADAPT TO CONTEXT

As a HOW2 is context-free, there is a need to add the teacher's specific context into it.

The teacher will have to ask herself questions about:

- the way it serves the lesson objectives
- the readiness of the learners to the demands of the HOW2 which may cover cooperative, reading, comprehension or note-taking skills
- the confidence of the teacher based on her familiarity with the type of HOW2 chosen
- the physical and time constraints of the lesson.

Any adaptations are usefully captured in the Notes for later guidance and review.

### APPLY TO TEACHING

The planned adaptations are tested in the first trials of the HOW2. Again, it's very useful to use the Notes to jot down any further fine tuning that may need to take place.

It's also important to realise that success may not happen immediately — that learning is an iterative process that is deepened by layers of feedback and adaptation.

The teacher should consider telling her learners of the HOW2 trial, and go through the HOW2 with them first as a form of advance organiser. This should create a sense of collaboration between teacher and learners.

### REVIEW IMPACT

Feedback time. Teachers can collect data on their trial by noting student responses in terms of engagement and learning outcomes. Self videos are also a powerful way of getting objective feedback.

Whichever approach is chosen, it's important to use the HOW2 framework to shape observations, ensuring the focus is on the teaching and not the teacher.

Conclusions will lead either to stage 7: embedding the HOW2 in regular practice. Or further fine-tuning of the HOW2 in an iterative loop (stages 6 > 4 > 5 > 6)

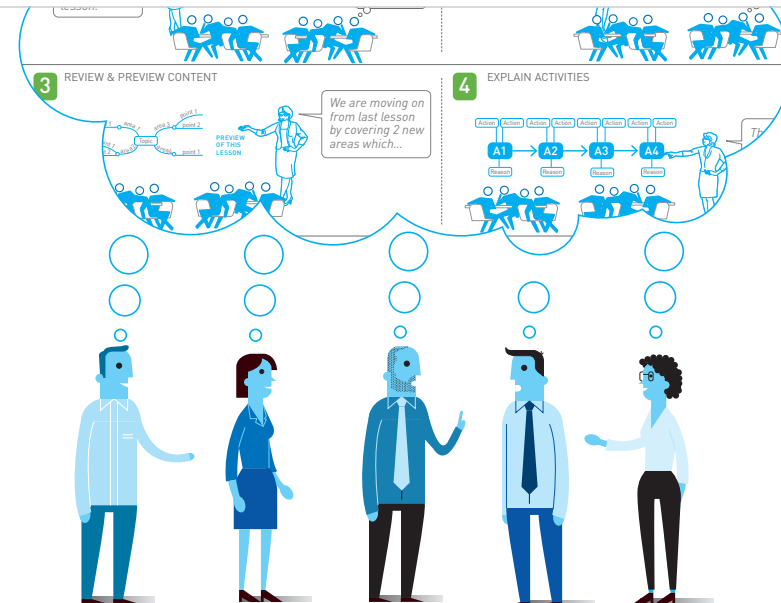
*“A plan is nothing more, or less, than a tool to have a conversation.”*

— JENSEN, B., 2000, SIMPLICITY, HARPER-COLLINS

10

## The HOW2 Coaching Tools

The TeachingHOW2s site has a set of tools to make professional learning more effective. Simple to use and few in number, the tools soon help forge productive collaboration.



### SET

Sets help organise professional learning by putting chosen HOW2s into groups. Coaches create Sets and send them to their coachees as To-Do's. Trainers send Sets to participating teachers to preview a workshop. Managers use Sets to forge collaborative learning on departmental targets.

Teachers use Sets to help plan which HOW2 to use with particular classes. And organisations create Sets to focus activity via the Library search function.

### TO-DO

To-Do's rapidly build a network of shared learning among teachers. There's no greater force in professional learning than techniques endorsed by colleagues. This function is built for that purpose.

Each To-Do sent is announced to the receiver by email and on their personal page. Messages are included in the To-Do. Opportunities to view the HOW2 or include it in a Set are conveniently to hand.

### NOTE

Notes are available at any stage of learning a new HOW2. And for each Note, there is the choice of making it either visible only to the author or to the whole organisation. Much benefit comes sharing Notes as it reveals the thinking behind adaptations of the HOW2 when applied to a varied set of classroom situations. The accumulation of Notes also helps demonstrate a teacher's commitment to professional development.

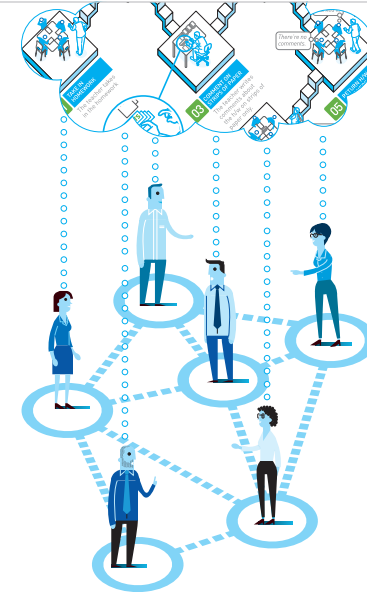
*“Digital networks ride on top of social networks, rather than replacing them.”*

— JENSEN, B., 2000, SIMPLICITY, HARPER-COLLINS

11

## The HOW2 Coaching Tools

The TeachingHOW2s site has a set of tools to make professional learning more effective. Simple to use and few in number, the tools soon help forge productive collaboration.



### GROUP

Anyone can create a group of HOW2 users. For example, teachers may want to set up a group of teachers for a CPD project. Coaches create groups of coachees. Trainers group teachers for a forthcoming workshop. And managers create a departmental group.

Group membership can be made visible to either only the group creator, its members or the whole organisation. Recommendations can be sent to groups.

### ACTIVITY PAGE

Every HOW2 user has a personal Activity Page that summarises her actions and are updated in real time. This includes your communications with colleagues, your changed statuses for different HOW2s and the various Sets of HOW2s created by and sent to you. The user can also see the activities of her colleagues.

### SKILLS EXCHANGE

Here, you can see, for every single HOW2, which teachers are on which stage of learning. This is shown by the statuses of:

- Considering It: it's on my radar and my use it soon
- Working On It: adapting and applying it my classes
- Embedded It: trialed and refined to work with my class.

This allows you to contact a colleague for support in your learning and coaching process.

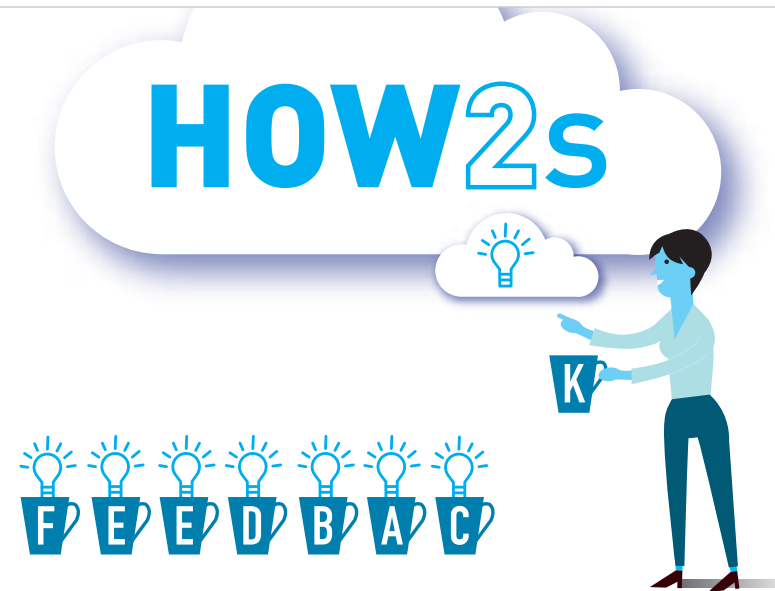
*“Good feedback describes the solution—in concrete, actionable terms—rather than the problem.”*

12

— LEMOV, D., 20120, PRACTICE PERFECT, JOSSEY-BASS

## HOW2s in Observations

If feedback is crucial to learning, then the acuity of observation is paramount. HOW2s give observers a pedagogic lens through which to see with added precision.



### CALL YOUR SHOTS

To get the most learning from peer observations, it's best to alert the observers to what you're trying to demonstrate. Help them watch strategically and with intention. HOW2s are a great way to achieve this.

By talking through the HOW2, step by step, the performing teacher is able to point out to the observer exactly what to look out for. This will also pay dividends when the observer makes practical and precise feedback.

### SEE BETTER, LEARN MORE

Psychologists talk of the signal-to-noise ratio aspect of our perception. The ability to perceive the key information (the signals) amongst distracting and peripheral detail (the noise) is essential to more fully understand a situation.

Classrooms are full of detail that can confuse and obscure insight. By looking at teaching through the context-free HOW2, observers can clearly see what's important. And the better the observer sees, the more both observer and teacher learn.

### FEEDBACK SOLUTIONS

The principles of assessment of learning apply to teachers' learning too. It's the practicality of the feedback that determines the quality of future learning. Teachers want feedback that emphasises solutions not the problems. They want guidance that is specific, actionable and shows them how to do it. HOW2s give observers a compendium of practical and proven solutions to offer their teachers. Nothing could be more uplifting and productive.

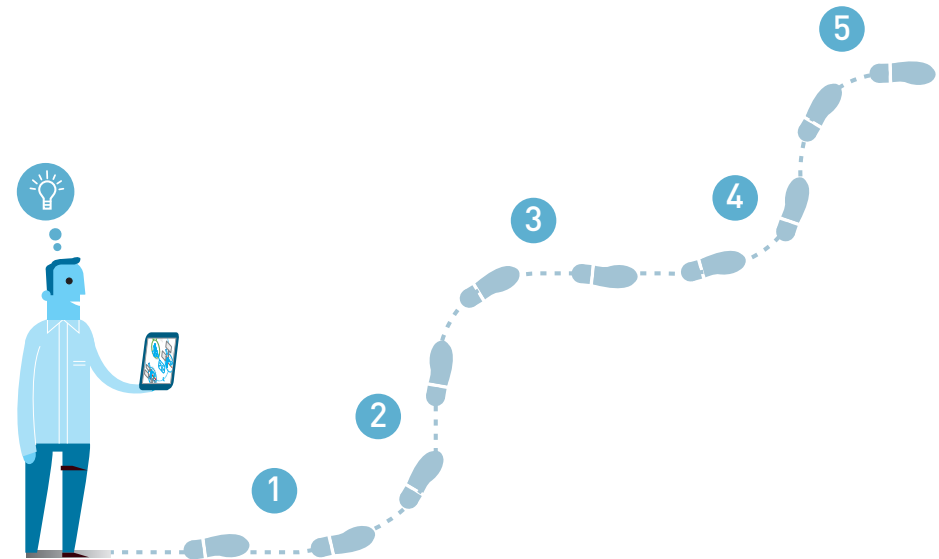
*“Teachers who can continue to set and monitor learning goals in the absence of the coach are those who will continue to improve their practice.”*

13

— TIMPERLEY, H., 2011, REALIZING THE POWER OF PROFESSIONAL LEARNING, OPEN UNIVERSITY PRESS

## Self Coaching with HOW2s

There is an assumption that all teachers need coaches. Not so. Modern professionals are self-directed learners, with a just-in-time and just-for-me approach. HOW2s empower them with the necessary knowhow and tools.



### REFLECTIVE PRACTITIONERS

Teachers get sufficient feedback to let them know what to work on next. They don't need to create a vision, identify gaps in current reality or any other such coaching process.

In their busy lives, they just want access to the knowhow for improvement. And they want the convenience of accessing it when they want. It's a modern, informal approach to learning. HOW2s give teachers clear information on what to focus on, in precise step-by-step sequence. The choice of HOW2 is theirs — an appropriate arrangement for reflective practitioners.

### VIDEO

Modern video technology lets teachers see themselves in action. The objective, third-person perspective of the video offers teachers immediate insights into their habits.

However, a deeper understanding into pedagogy requires a behavioural framework through which to analyse further. HOW2s provide this structure to see beneath the surface of first impressions.

### HOW2 COMMUNITY

Self-coaching doesn't mean being isolated. The HOW2 tools give teachers opportunities to connect with colleagues for shared learning. With Recommendations and Notes issued across the organisation, there is no lack of inspiration to be gained from others. Informal partnerships for learning — peer coaching by any other name.

*“When tools, processes and information are grounded in what people need, execution is easier, faster and smarter.”*

14

— JENSEN, B., 2000, SIMPLICITY, HARPER COLLINS



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