

Can coaching help
teachers develop a
metacognitive approach?

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The Mentoring & Coaching Hub





Choose ONE word for each image
which might describe an aspect of
coaching



Let's start with you.
Find a partner.
Become persons 'A' & 'B'.

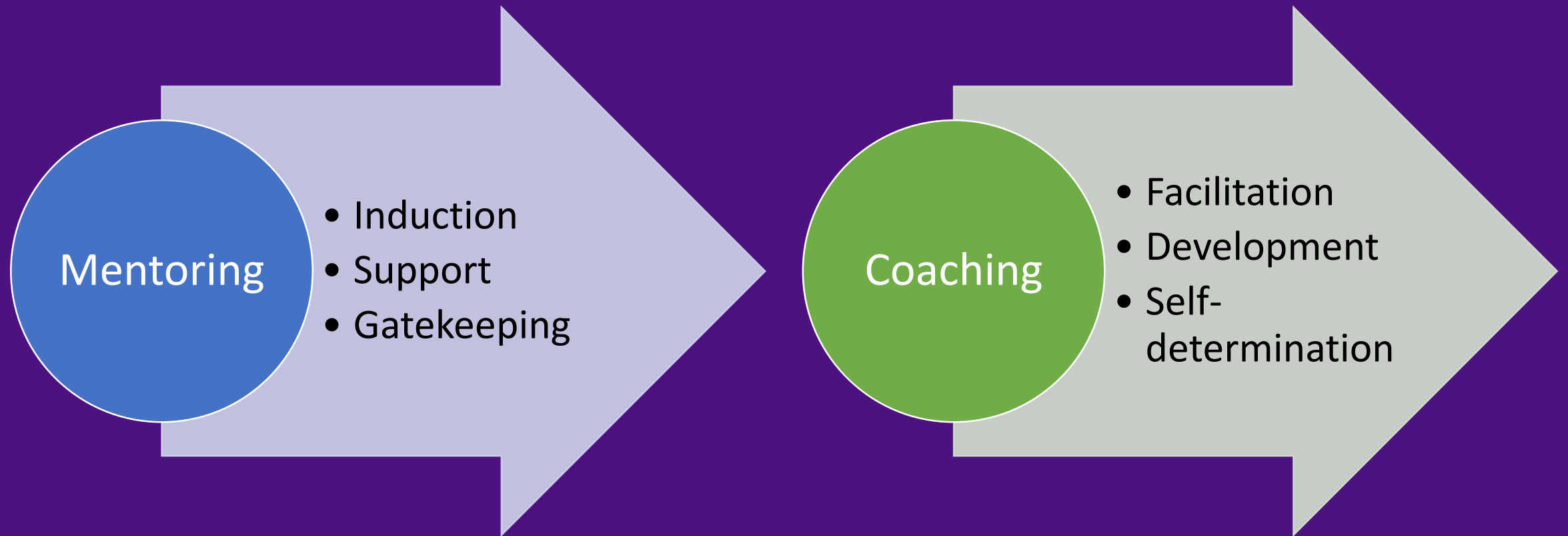
Person A – please have a conversation with your partner to elicit their views on the question:

Why bother with coaching in education?

Give them your attention, ask them useful questions to prompt their thinking, but focus only on their experiences and ideas – you will have your turn soon. You have 3 minutes.

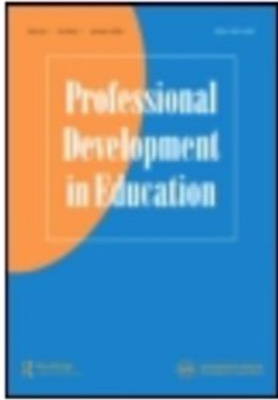
Swap. **Person B** – please give your partner your full attention as they consider the same question.

Spectrum of intent, context and quality



Complex context for coaching in England





Professional Development in Education

Publication details, including instructions for authors and subscription information:

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

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

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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>

Using ecological analysis for coaching to discuss metacognitive teaching

INPUTS

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

What is framing the metacognition in the lesson(s); what are the opportunities and constraints?

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

How can I help you at this point?

EXPERIENCE

How did learners engage with the lesson?

What was your role as the teacher?

How are metacognitive 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 was metacognition recognised?

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

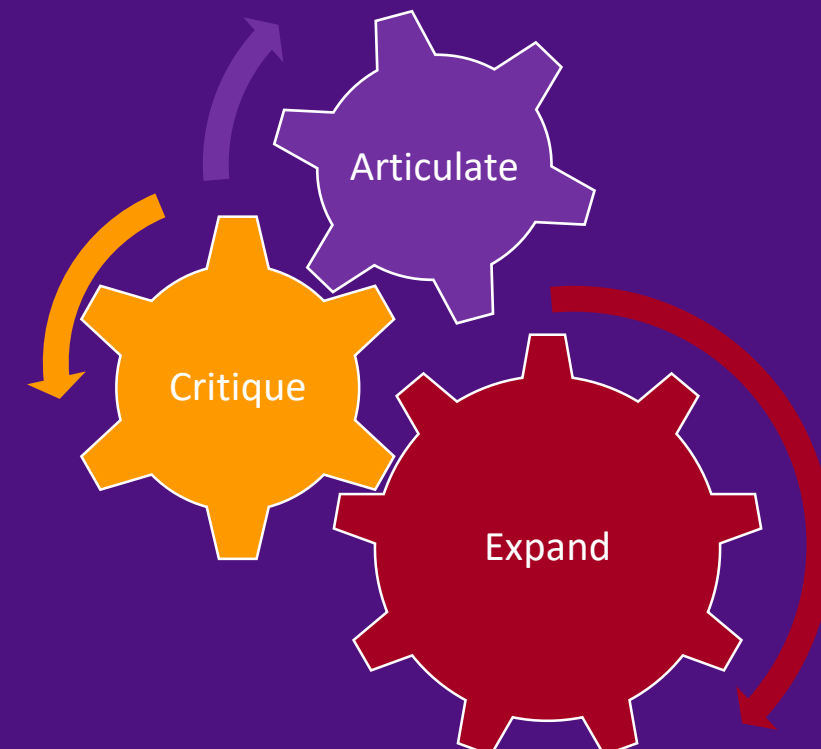
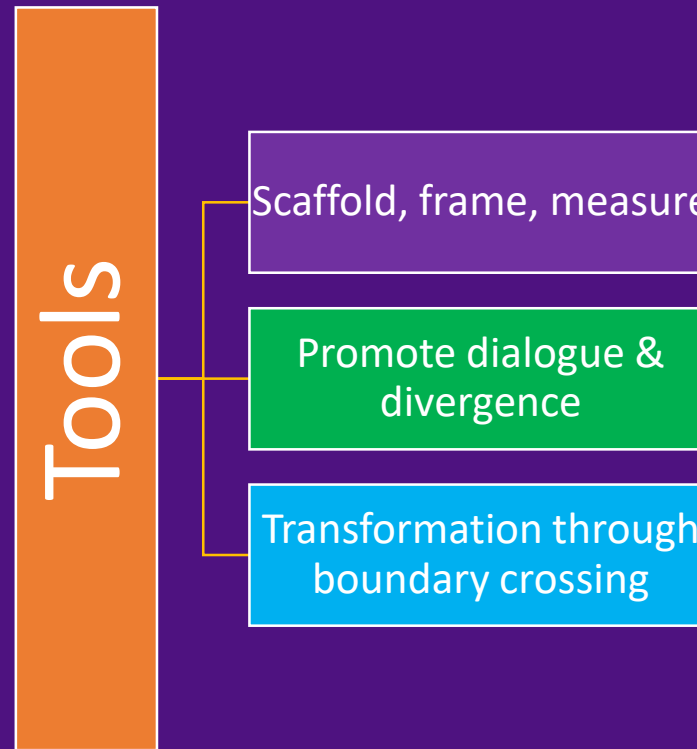
What might be the legacy of this approach for learners and for you? How can this be enabled and enriched?

How might you give other teachers insights from your experiences?



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

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



Please contact me if you have questions about this session, about the work of CollectivED, or would like to write for our Working Papers

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<http://www.leedsbeckett.ac.uk/riches/our-research/professional-practice-and-learning/collectived/>

