

The transformative impact of coaching

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*“Human interaction is the key to professional learning.
In-ear coaching is just one element in a suite
of very powerful human interactions that help us move forward professionally”*

[Mike Fleetham The Thinking Classroom](#)

The Golden Triangle

How can I better communicate my research to teachers and companies?

Researchers

Improved TEL:
Improved learning;
Better teaching
Increased sales
Better Research

Evidence

**EdTech
Developers**

**Teachers,
Learners,
Parents**

How is research evidence relevant to me and how can I find out what teachers and learners think of my product?

How can I find out what works when using technology to support learning?

First stage

MirandaNet Fellowship quantitative research into web based video PD

94% of teachers using IRIS Connect say their teaching has improved

88% say their confidence has risen

88% feel there has been a positive impact on collaboration

96% feel they are willing to take more risks

99% feel there are more conversations between teachers about teaching

Second stage

MirandaNet Fellowship qualitative research into web based video CPD programmes where ‘real time in-ear coaching’ is a key element

Scope and objectives

This project is intended to study the pilot programmes taking place in the UK to provide a European context and framework for a quantitative study into in-ear coaching.

MirandaNet second stage

Qualitative methodology

Literature search

- To identify potential questions
- Advice sought from international academics in the field

Data Collection

- Structured interviews
- Free answer section/critical incidents
- 6 Coachees and coaches

Data Analysis

- Grounded theme analysis techniques
- Involvement of interviewees as co-researchers
- Involvement of an expert IRIS Connect representative

Some key questions

Why is this CPD method effective?

- **Instant feedback** has **immediate impact** on teaching technique and/or class behaviour in real time
- Potential for **improving student outcomes** can be realised
- A coach from outside the school gives a **new perspective**
- A coach with the skills of empathy and discernment has **significant impact**
- Clear **evidence** that what is learnt in an in-ear session shows up in the next lesson plan.
- Sharing on the platform creates a **sustainable community approach to learning**
- The platform is a **unique professional resource** about pedagogy and practice



“

In-ear coaching actually saved my teaching career. I advise everyone to do it if they want to improve their professional learning and be confident. ”

James Ediker, Teacher, Slough Primary School

What are the pre-conditions for this method to be effective (1)?

School culture

- Focus on Teacher Learning
- Trust/Value/No-blame culture
- Clear link to whole school CPD program
- Collaborative learning with other schools
- The introduction and initial delivery of the program is essential (change management)

School management

- Positive and encouraging coaching approach
- Teacher in control
- Code of practice/not for performance management
- Motivate teachers for voluntary sign up
- Establish norms around video coaching



“ IRIS Connect has transformed the effectiveness of coaching and observations at Cramlington. ”

Ken Brechin, Assistant Head, Cramlington Learning Village

What are the pre-conditions for this method to be effective (2)?

Advice for coaches

- Ensure you can use the technology
- Develop trust, empathy and discernment
- Create a contract as a “live” document
- Agree the type of input with the coachee in advance
- Explain the benefit of clear focus
- Emphasise lesson planning for pedagogy not just content
- Be keen to learn from the coachee – non-hierarchical relationship/role reversal
- Alleviate anxiety (coffee and chocolate are good tools!)

Advice for teachers/coachees

- Inform and involve the pupils
- Use the equipment regularly in the classroom
- Be keen to learn and reflect
- Ensure constructive follow-up and feedback with coach
- Build feedback into subsequent lessons
- Avoid using the equipment where it might disturb pupils with learning difficulties



“

With In-ear coaching, teaching plans (lesson plans) stop being about delivering lesson content and become about the best ways of teaching learners.

”

Is in-ear coaching replicable and sustainable over time?

Reflections of users on the social learning value of using a platform

- Start with informal using of the platform to begin with and then build it up.
- Strong teaching is developed by in-ear coaching from the perspective of increasing self reflection and also the ability to share good practice within and across schools.
- Make full use of the platform: having a community inside and outside the school to share with is the best way to go forward.
- Sharing with other schools helps to build professional knowledge and expertise.
- Building up a bank of resources on the platform over time helps with sharing experience
- Teachers make show-reel video to share how changes in technique have developed and progress can be observed
- The case studies IRIS Connect provide are useful to help develop strategies.



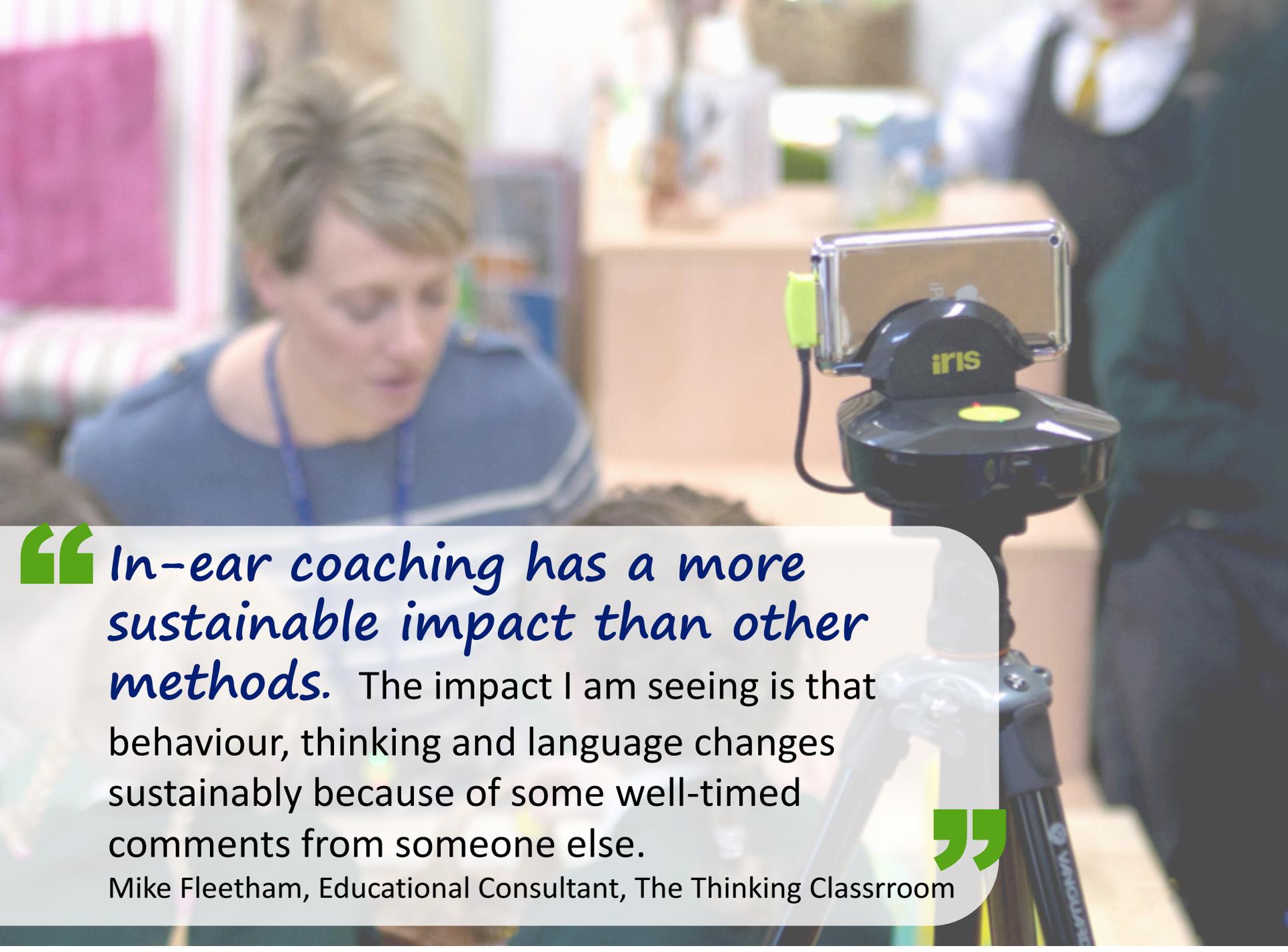
“ We find the platform is an essential element of this spread and sharing across the schools in the academy. The volume of sharing is amazing. We did not expect this change. ”

What is the impact over time?

Establishing genuine change in practice and behaviour that can be transformative

Examples in the data are:

- Teacher moderating strong regional accent so that the pupils can understand the teacher
- Working on open ended questions
- Developing dialogic talk in the classroom
- Teacher changing aggressive and negative tone
- Pupils being more reflective about behaviour and positioning in class
- Pupils respecting the teachers desire to improve
- Creating a community of teachers who share and support
- Evidence of improvements in pupil outcomes to use in OFSTED and Pupil Premium submissions

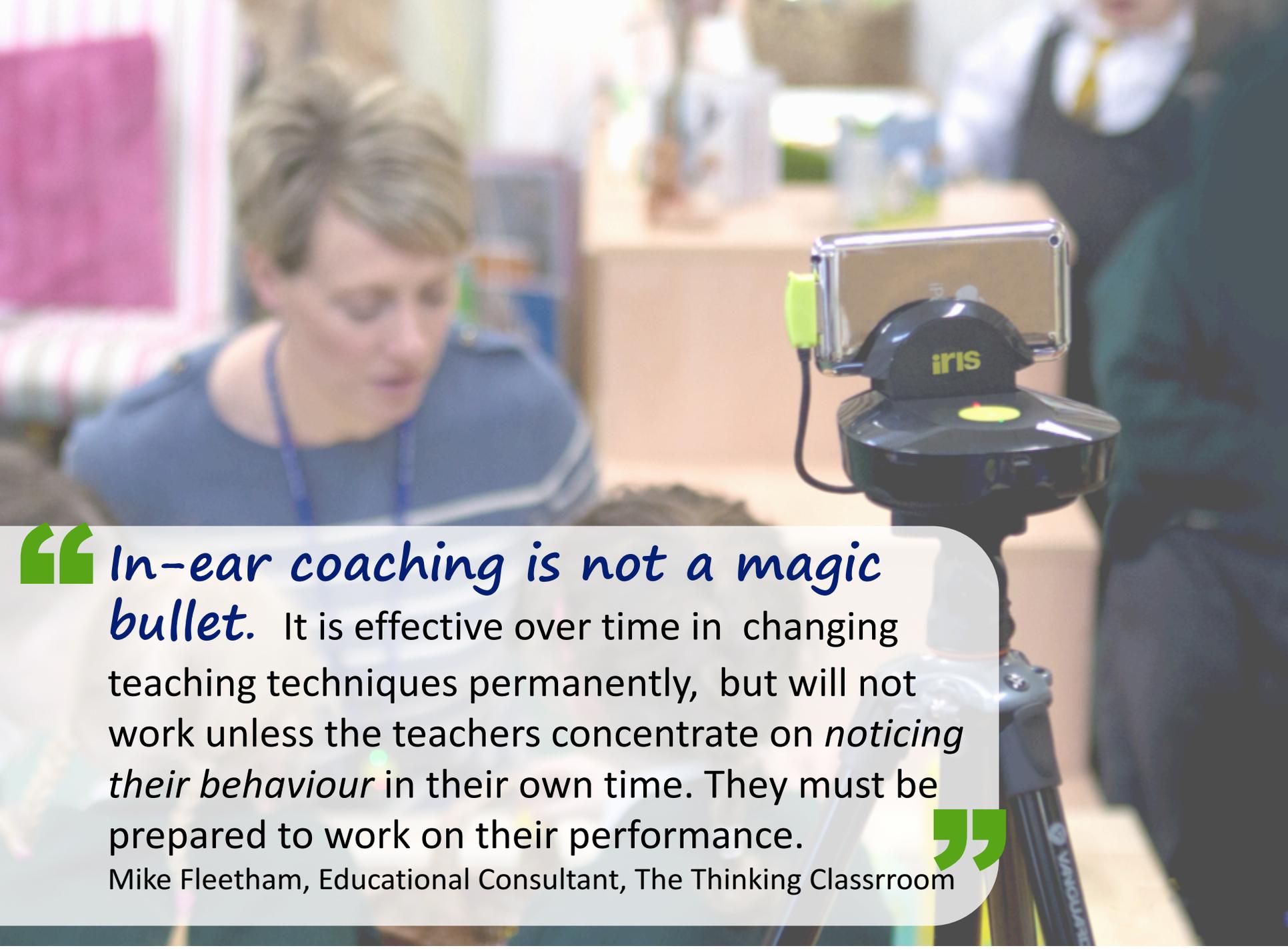


In-ear coaching has a more sustainable impact than other methods.

The impact I am seeing is that behaviour, thinking and language changes sustainably because of some well-timed comments from someone else.



Mike Fleetham, Educational Consultant, The Thinking Classroom



“ In-ear coaching is not a magic bullet. It is effective over time in changing teaching techniques permanently, but will not work unless the teachers concentrate on *noticing their behaviour* in their own time. They must be prepared to work on their performance. ”

Mike Fleetham, Educational Consultant, The Thinking Classroom

If you were planning a research study into in-ear coaching what would be your core questions?