

Real Time In-Ear Coaching

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Agenda

Introduction and Objectives

- Research Background
- Why Real Time In-Ear Coaching study?

Emerging Findings

- Qualitative research in progress by MirandNet Fellowship

What next?

- Discussion

IRIS Connect: Research background

**Inspired by
research**

University of
Sussex

Utah State
University

**Used as a
resource in
research**

Harvard
University

VIA University
College

**Subject of a
research**

Education
Endowment
Foundation

University of
Cambridge

Effective Teacher Professional Development

Teachers matter most

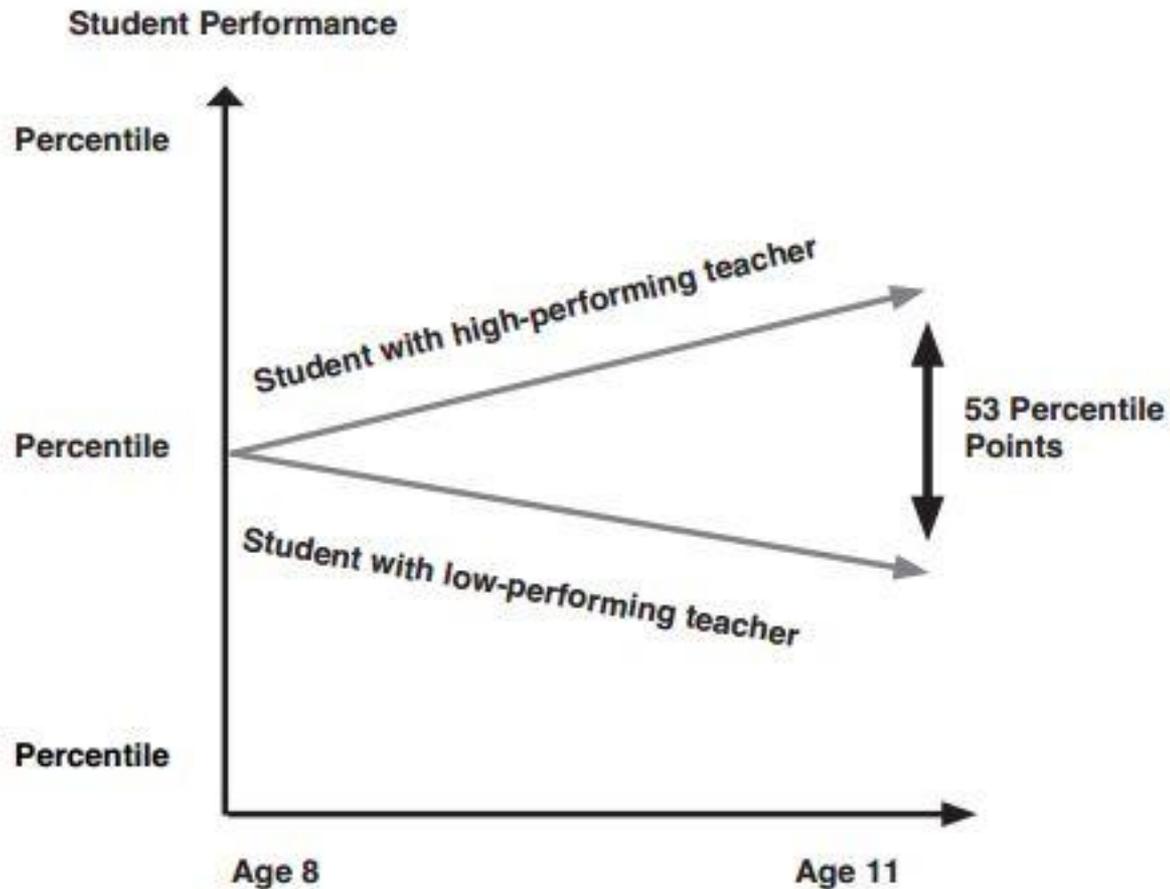


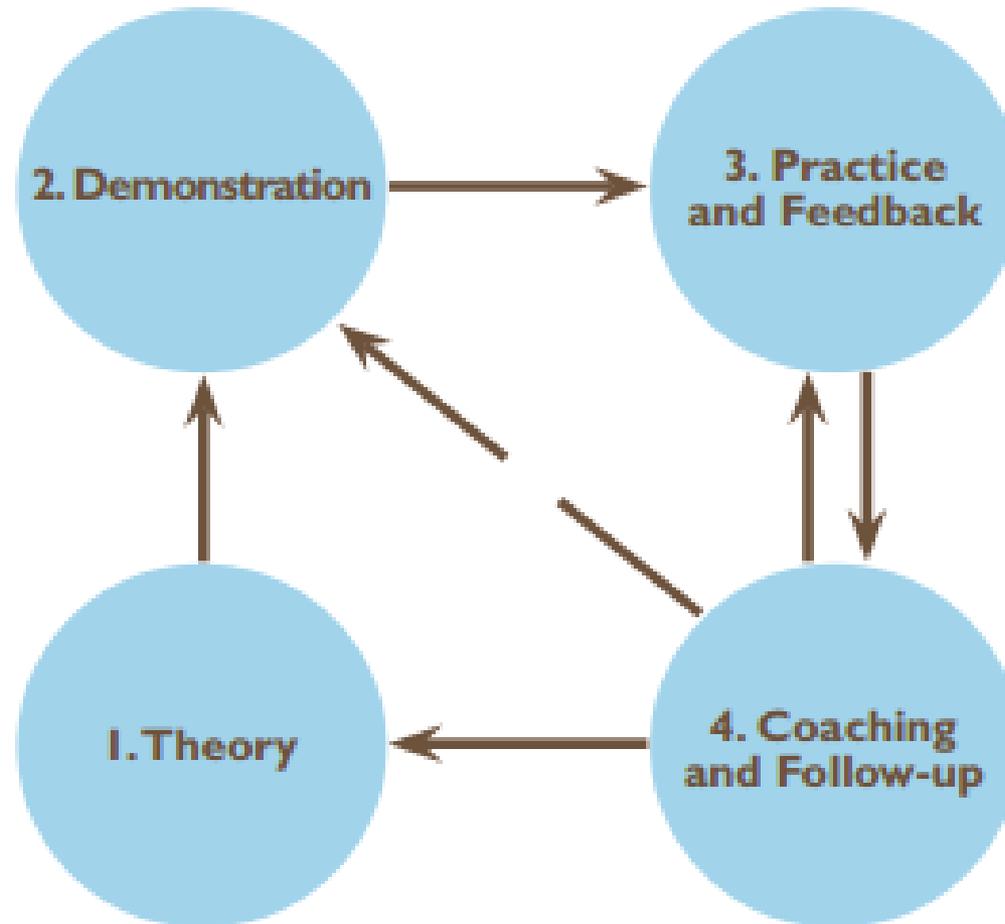
Fig 1: Sanders and Rivers, (1996) 'Cumulative Effects of Teachers on Future Student Academic Performance'

Pyramid of impact

Shawn Edmonson following Joyce and Showers

Type of Experience	What it Does	Skill Transfer
Presentation	Helps the learner become aware of a new skill, strategy, or teaching practice	5%
PLUS - Modeling & Demonstration	Provides the learner with a chance to see “what it looks like”	10%
PLUS - Practice	Allows the learner to practice in simulated condition.	20%
PLUS - Feedback	Helps the learner understand how to modify their practice to be more effective	25%
PLUS – Teacher controlled professional development	Empowering the teacher through: <ul style="list-style-type: none">• Real-time, job-embedded coaching• Self review• Peer review and support• Research• Communities of practice to share and develop	90%

Model for Effective Professional Development



CPDL model



Our community includes:



- 1,700 **schools**
- 36,000 **users**
- 14 **countries**

Rationale for the study into Real time In-ear coaching



Real time in ear coaching

MirandaNet research in progress

Dr Christina Preston, Professor of Education Innovation, MirandaNet Fellowship

Dr Sarah Younie, Director of Education Futures Centre, De Montfort University

Atisha Parmar, Co-researcher, MirandaNet Fellowship

Vesna Belogaska, MirandaNet Scholar, IRIS Connect European Development Manager

*“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.

Real Time In-ear Coaching in Action

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

Literature research

findings about a specific aspect of in-ear coaching in
CPD in Australia, USA and UK

Key researchers and practitioners:

- Marcia Rock
- Garth Stahl
- Lee Canter
- Mike Fleetham

Marcia Rock et al (US)

Definition of e-coaching or ‘bug-in-ear’ coaching:

“The relationship between one or more persons, to potentially enhance teaching skills via online interactions; rather than face-to-face or elbow coaching”. Rock et al. (2014)

“E-coaching does not require an onsite discussion or delivery, but instead allows the coach to offer discreet in ear feedback to the teacher” (Rock et al., 2009; Rock et al., 2011).

“We like to think of a virtual coach as an "important other" rather than a Big Brother or nagging mother. Its purpose is not to accumulate evidence that can be used to terminate a teacher or undermine her self-confidence, nor is it to nag her into using correct techniques. Rather, a virtual coach is a supportive companion (Carson, Tesluk, & Marrone, 2007) who inspires and builds up teachers”.

Marcia Rock et al (US)

Key findings

Rock et al. (2009)

- 73% of teachers found virtual coaching to be valuable and resulted in **significant improvements** in practice.
- The use of bug in-ear technology is '**both cost-effective and an efficient** means to provide teachers with **real time feedback** on instruction'.

Rock et al. (2012)

- The trainee teachers expressed how **instant feedback** from the coach benefited their teaching and allowed the feedback to immediately 'stick' with them
- Furthermore, the research showed that receiving the feedback **promptly**, allowed the teachers to see the **immediate effect** it made to their lesson.

Ploessl and Rock (2014) outlined that bug in-ear:

- Has **improved** the implementation of specific strategies for example behavioural support.
- Has a **positive effect** on practice
- Is an **effective** tool to support new teachers
- Helps to **close the gap** for new teachers **between research and practice**, but also strengthens teaching

Garth Stahl, Benjamin A. Kehrwald, Erica Sharplin
University of South Australia

Real-Time Coaching in Initial Teacher Education: A design-based approach

Preliminary findings confirm the value of in-ear coaching as a means to **accelerate skills, development and affective learning** as part of professional learning in the teacher, particularly the teaching in training:

- emphasis on **synchronous feedback** as step forward in supporting practical skills;
- attention to the **learning-coach relationship**
- focus on **purposeful activity**

Lee Canter

Real Time Teacher Coaching Model that involves:

- **Immediate feedback** to teachers using wireless “bug in the ear” technology
- Requirement to attend a **No-Nonsense Nurturer Workshop** or Online Course in order to participate in this coaching
- Instant feedback on application of classroom management and **instructional strategies** based on **assertive discipline** with real-time opportunities to course-correct
- **Assessing** teachers' strengths and deficits related to use of effective instructional skills
- Uncovering and **addressing disempowering mindsets** teachers may have
- **Reflective discussion** on the teachers’ classroom performance

Mike Fleetham

Real Time In-ear Coaching that involves:

- **Immediate feedback** to teachers using wireless technology and integrated collaborative platform for reviewing the video – “shared memory” – **evidence-based feedback**
- Pre-coaching and post-coaching discussion/feedback session
- **Non-hierarchical** relationship between coach and coachee
- **Integrative** coaching
- **Adapting** the video coaching to the needs of the coachee (skill/will matrix) and gradual approach
- **Interchangeable roles** of coach and coachee

Critical incidents or anecdotes

Good teaching

Bad teaching

Good coaching

Bad coaching

In-ear coaching

Some emergent answers to the 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

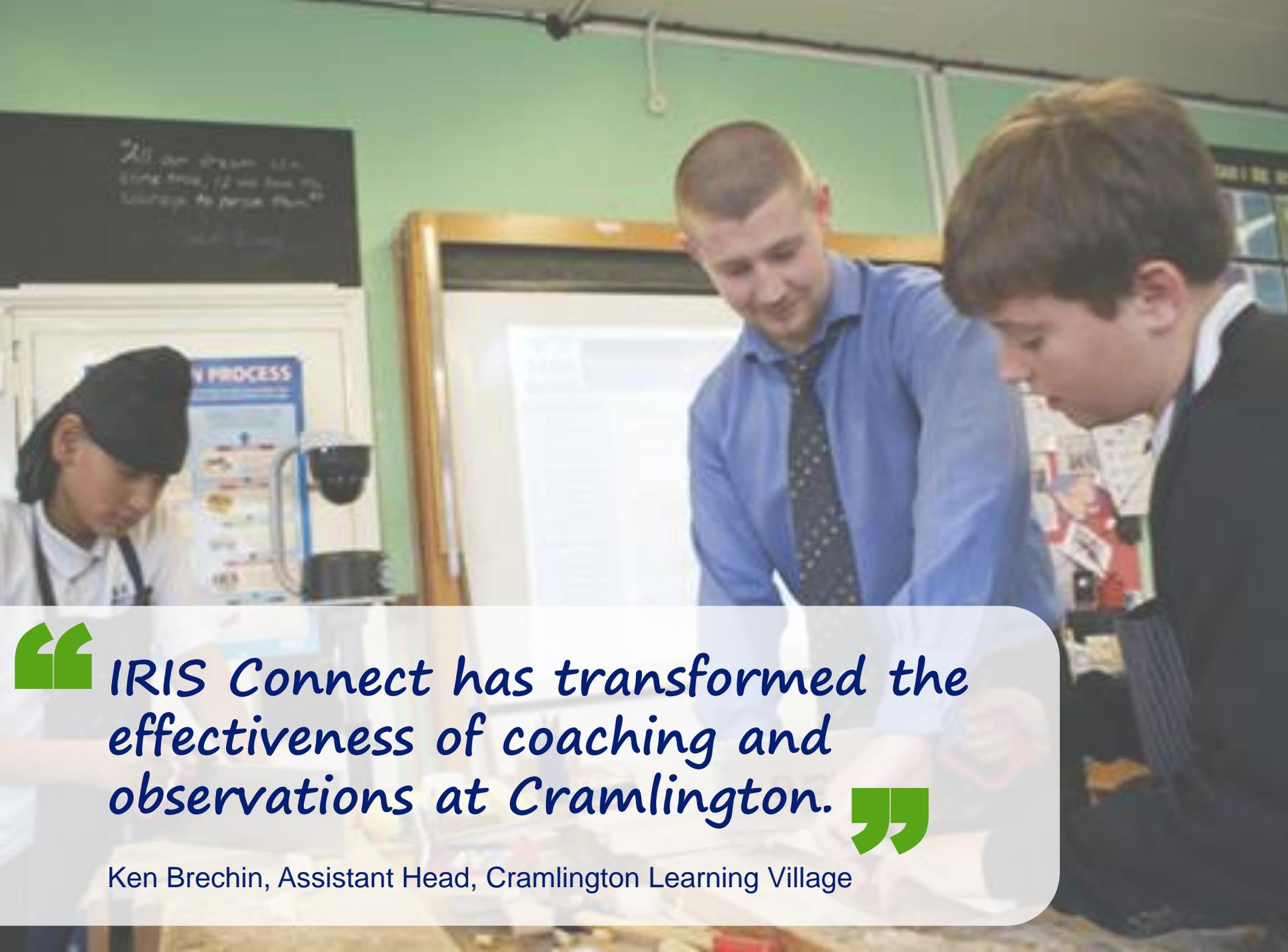
What are the pre-conditions for this method to be effective (1)?

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



"All our dreams will
come true, if we have the
courage to pursue them."

PROCESS

“ 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.



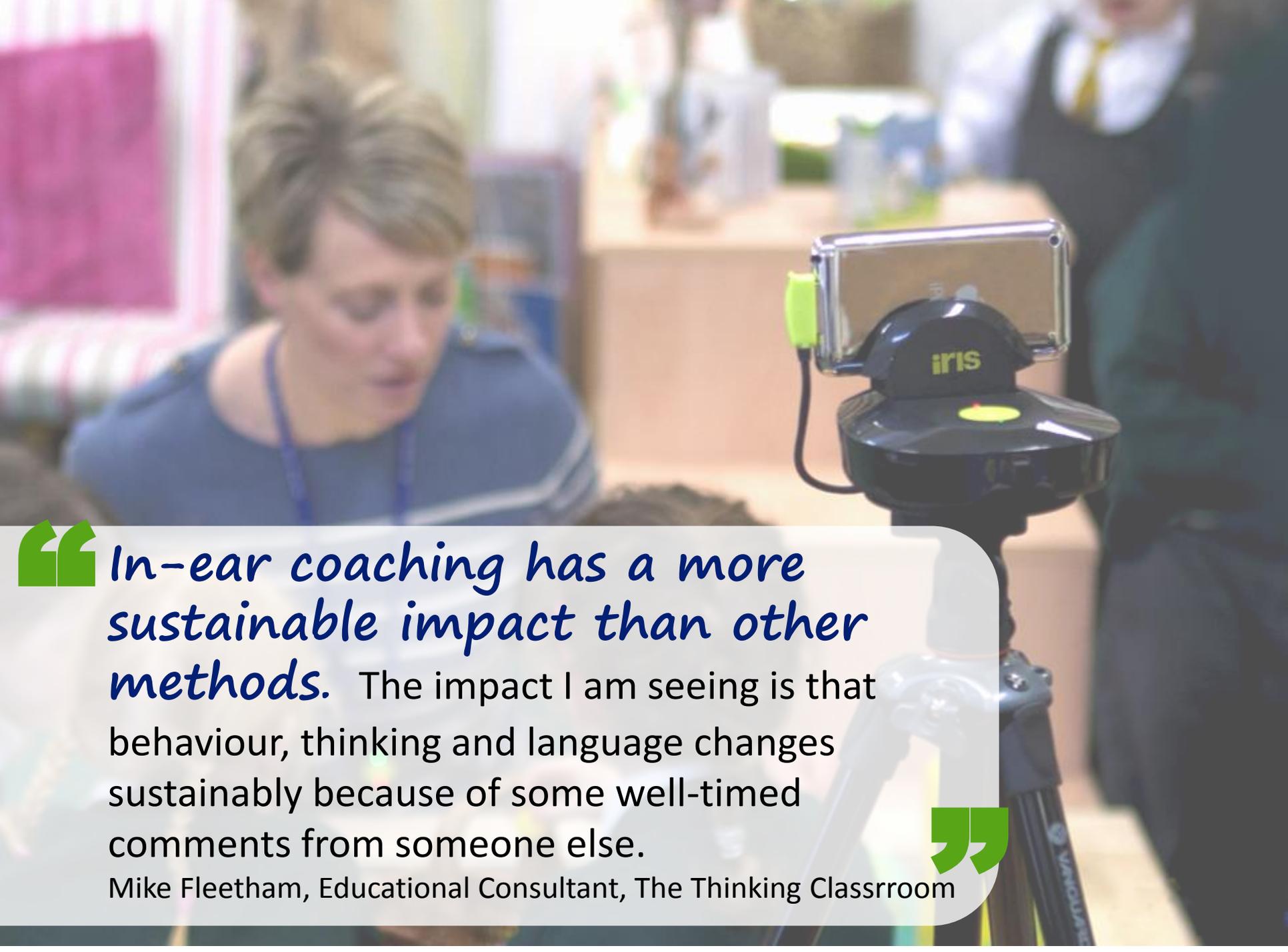
“ We find the platform is an essential element of this spread and sharing across the schools in the academy. The volume of sharing is amazing. We did not expect this change. ”

What is the impact over time?

Establishing genuine change in practice and behaviour.

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

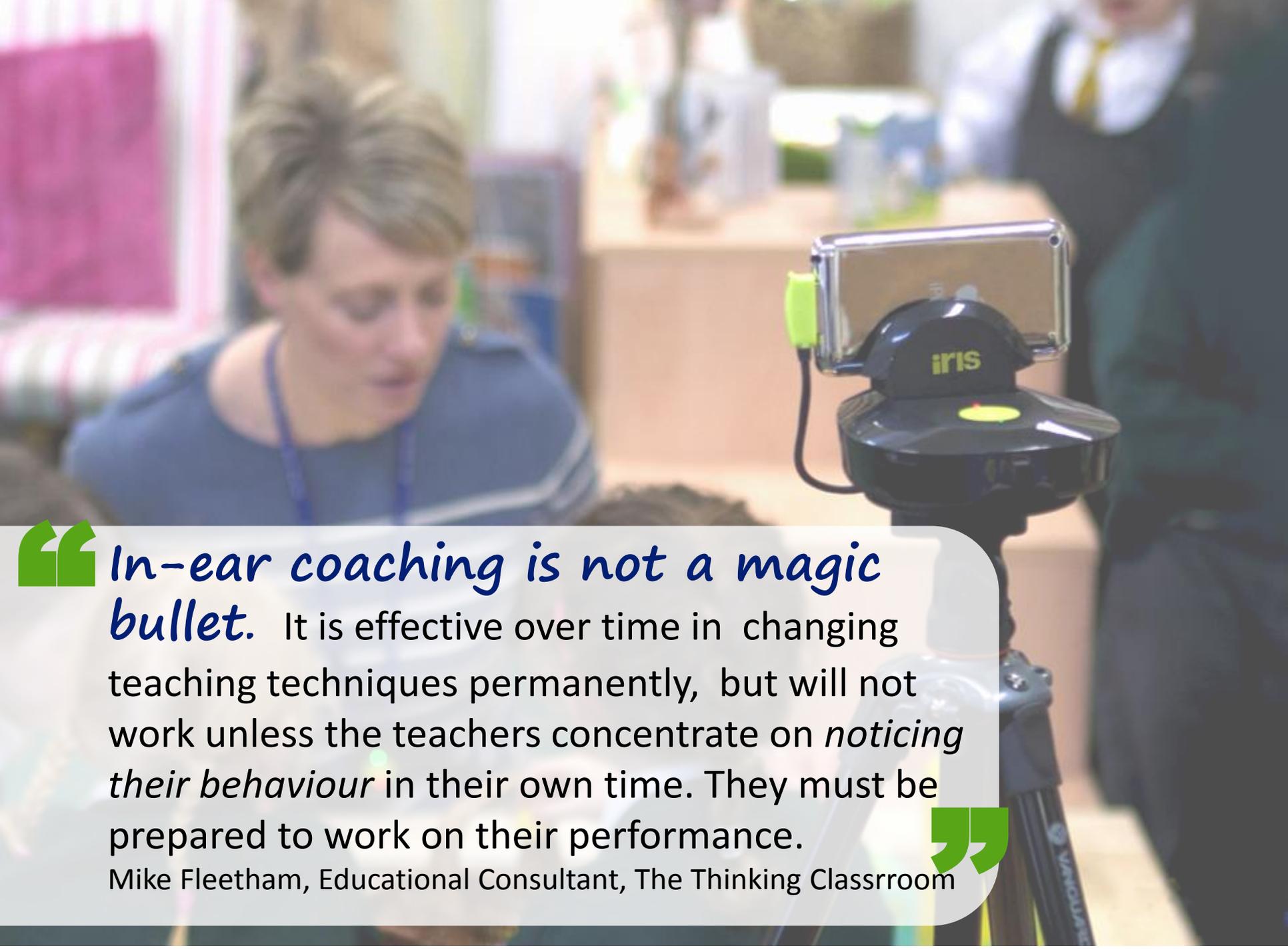


In-ear coaching has a more sustainable impact than other methods.

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

Further research
- where do we go from
here?

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

Thank you

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