

# From research to reality

*#AP Connect national conference March 2021*

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Instructional coaching and unseen observations

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The image shows a Padlet board titled "#APConnect Coaching cycles" with the subtitle "From research to reality". The board is organized into four columns:

- Presentation:** Contains a powerpoint presentation titled "Coaching Cycles #APConnect version1" and a video clip titled "Video clip of a coach modelling evidence-informed approaches to behaviour management".
- Testimonials:** Contains a video clip titled "Coaching cycles feedback KB by Nicky Hawkins" and a video clip titled "CK Coaching Testimonial.mp4".
- Testimonials from Coaches:** Contains a video clip titled "LP TLC Testimonial.mp4 by Nicky Hawkins".
- The research:** Contains a podcast titled "#FEresearchpodcast" featuring Kath Burrows.



[https://padlet.com/nhawkins/APConnect\\_Coaching](https://padlet.com/nhawkins/APConnect_Coaching)

# Overview



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The context

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Research findings

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Observation & coaching models – before and after

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Our pilot – the story so far

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Challenges

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Early successes

## The context



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Large general FE college, 300+ teaching staff

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Established team of 14 APs (TLCs). All qualified in Coaching, remitted posts of 5 or 2.5 hours per week.

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New evidence-informed teaching framework in place.

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Previous formal observation model – ungraded, lengthy, "speed camera effect"

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2020-21 new "lockdown-proof" approach needed, developing reflection, experimentation and changing habits.

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Nicky - *Leading teams of Advanced Practitioners.*

Kath - *Using Developmental Observations.*

Both programmes led by Matt O'Leary, author of *Classroom Observation* and Joanne Miles, FE consultant and observation guru.

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Investment in Tom Sherrington and Oliver Caviglioli's *Walkthrus* to support Professional Development

# The Research

Rationale:

Unseen observations

Links to  
Instructional Coaching



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The research focus was to analyse how effective the different models of coaching were in upskilling FE practitioners

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Three different models of coaching; Action Learning Sets, Instructional Coaching and Peer coaching were researched.

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One of the recommendations of my research was: 'To further improve the effectiveness of the Instructional Coaching process, the use of Unseen Observations should be developed to support practitioners embedding of evidence informed techniques in their practice.'

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The findings of the research were shared with the Principal and the Senior Leadership Team. The college adopted my recommendation as best practice.

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Implementation of Developmental Observations (Unseen observations), supported by Instructional Coaching.

# INSTRUCTIONAL COACHING



I have looked hard at the literature and I cannot find another form of CPD for which the evidence is this strong.

**SAM SIMS**

FOUR REASONS WHY INSTRUCTIONAL COACHING IS CURRENTLY THE BEST-EVIDENCED FORM OF CPD  
SAM SIMS QUANTITATIVE EDUCATION RESEARCH  
<https://samsims.education/2019/02/19/247/>

THE RESEARCH CASE

FACILITATIVE	DIALOGICAL	DIRECTIVE
Coaches work from the assumption that the teacher already knows what to do	Teacher and coaches work together as partners	Coaches work from the assumption that teachers don't know what to do

EXECUTIVE/LIFE COACHING    INSTRUCTIONAL COACHING    SPORTS COACHING



THE APPROACH



Instructional coaches partner teachers to help them incorporate research-based instructional practices into their teaching.

**JIM KNIGHT**

INSTRUCTIONAL COACHING, JIM KNIGHT, 2007, CORWIN

THE ORIGINS



INSTRUCTIONAL COACHES



BEHAVIOUR & RELATIONSHIPS    CURRICULUM PLANNING    EXPLAINING & MODELLING    QUESTIONING & FEEDBACK    PRACTICE & RETRIEVAL    MODE B TEACHING

Your WalkThrus, curated in different formats, ready for your Instructional Coaching.

PRESENTATION SLIDES

TRAINER NOTES

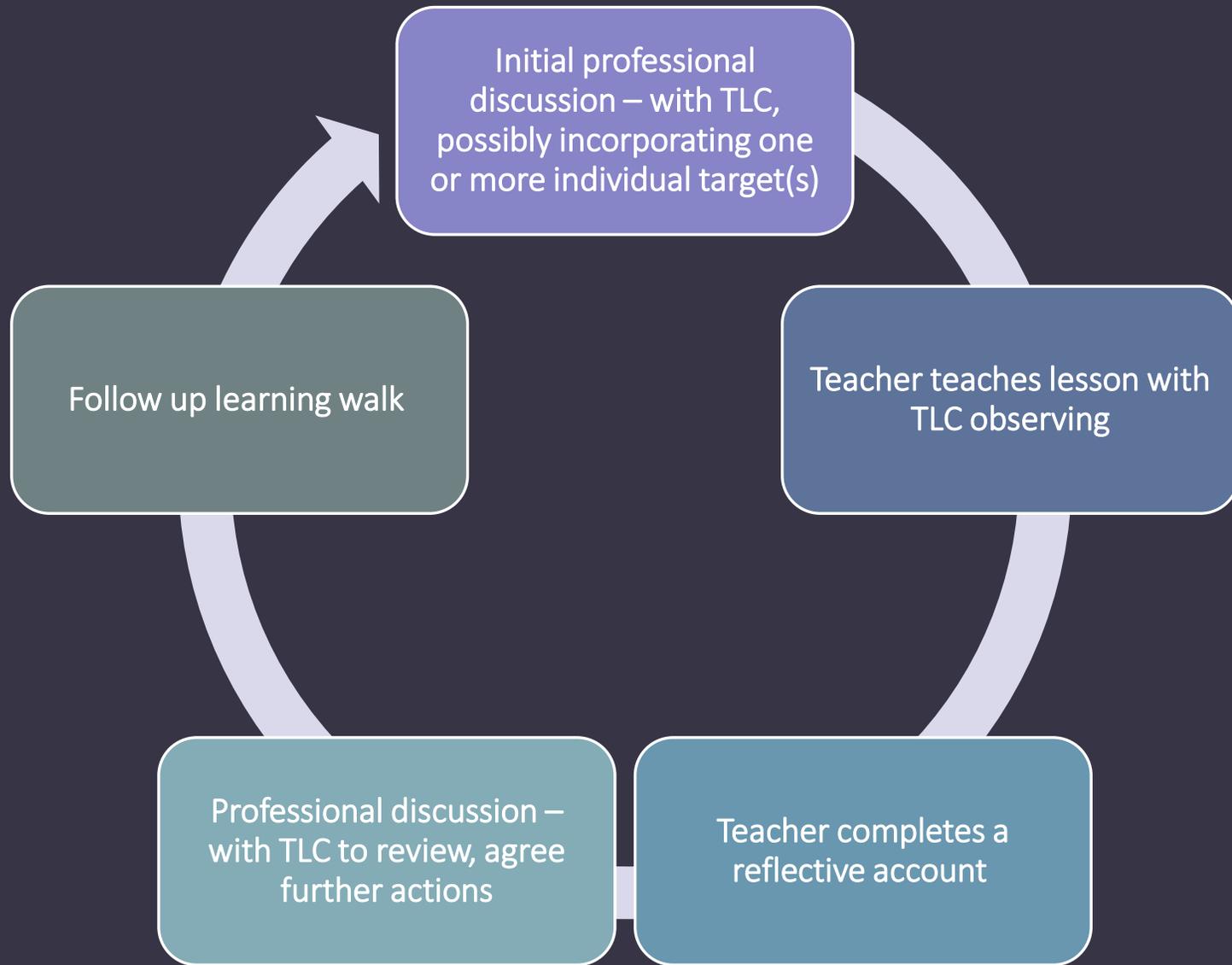
DIGITAL APP

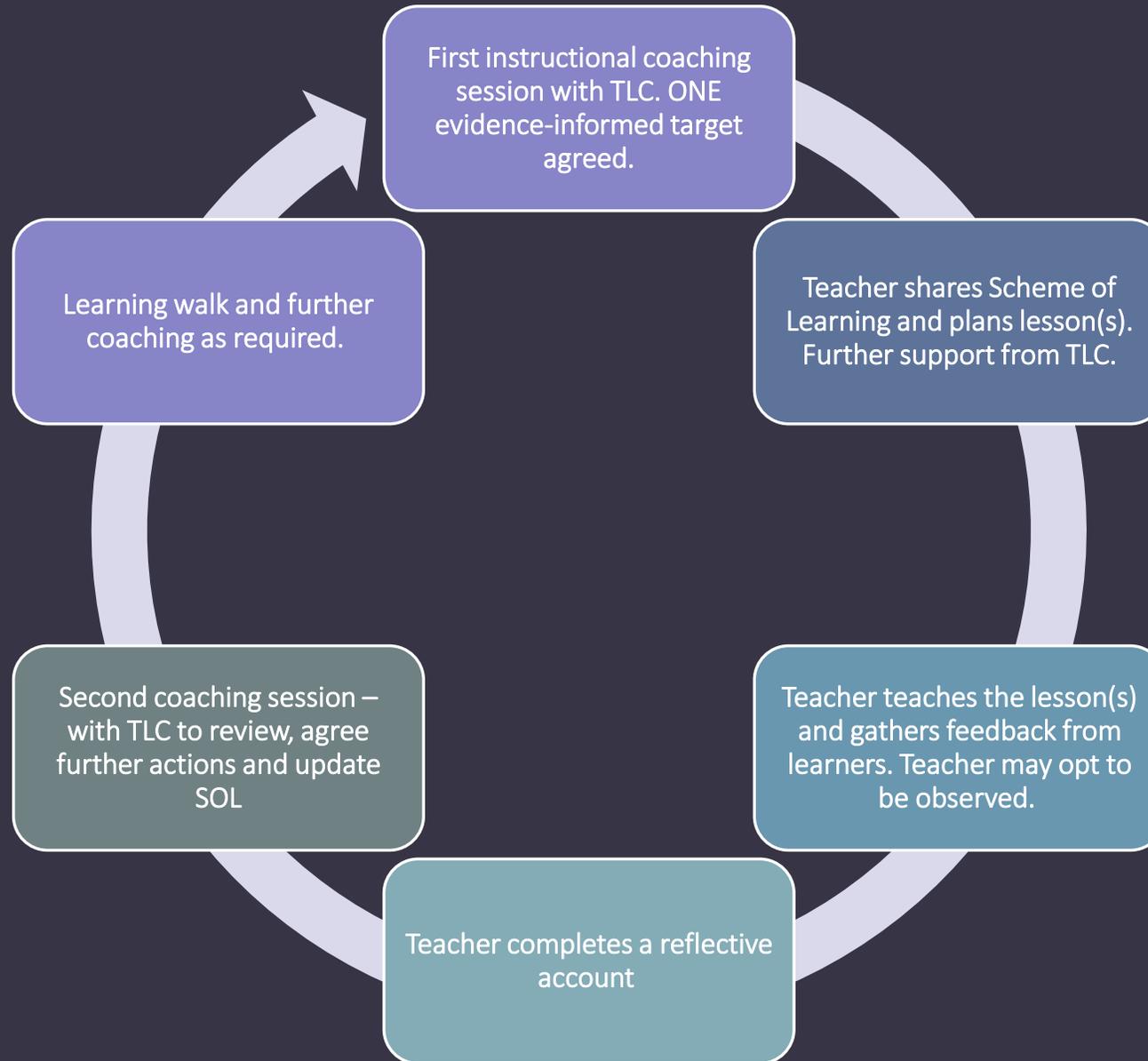
BOOK

THE WALKTHRU FIT



- The limitations of the life coaching model for classroom teachers has been recognised by teachers and researchers.
- Instructional Coaching starts from the premise that the coach has technical knowledge to improve the skills of the teacher being coached.
- This process involves communicating such knowledge. WalkThrus do this very effectively and avoid teachers wasting time in reinventing the wheel.





## Instructional Coaching Cycle model

# Instructional Coaching

The importance of modelling

**POSITIVE FRAMING** 1 2 3 4 5

**AFFIRM POSITIVE RESPONSES FIRST**



**RESPONSES**



**WALKTHRU BEHAVIOUR & RELATIONSHIPS A/DCA/PIT**

# Instructional coaching online

The story so far



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Curriculum Heads nominated teachers to take part in pilot

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Mix of newly qualified/experienced teachers

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TLCs' initial caseload: 2 teachers each

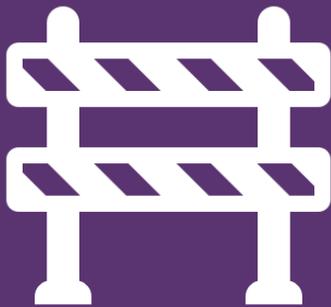
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Remote instructional coaching.

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Mix of remote and face-to-face learning walks

## Challenges



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Soft launch – staff unaware of change in approach

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Communicating the new approach concisely and clearly

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Initial resistance in a few cases due to misconceptions about the coaching process

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Impact of Covid on teachers' personal situations

# Teacher reflections



I feel that I've been able to think deeply about an alternative teaching method and to practise and play with that method in my own time. The net result is that the focus I chose will become embedded in what I do.

I was tasked with implementing one specific method and I have found this much more useful than fretting over the lesson plan for a single observed session. I really like this process, and for me, it has worked

I have done it! I have uploaded this week's lesson on to Nearpod. We will give this a go tomorrow. Have a great half term and thank you for all your help.

# Teacher reflections



# Learner feedback



Better than sitting  
and listening all the  
time

It was difficult to write with  
the mouse, apart from that  
it was really good

Definitely a lot more  
interactive and  
helpful

Positive

## Next steps



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Reflection on process with TLCs

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Case studies created

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Model coaching approaches with “Evidence-informed Leaders” programme

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College-wide relaunch

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Scale up coaching allocations for TLCs

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Development of bank of videos to further model evidence-informed approaches

Any questions?

