Today content

- The role of mentoring and coaching theory in supporting capacity for change.
- Practices of mentoring and reflection.
- Action Research as Reflective Methodology.
- Case Studies of Educational Knowledge: Behaviour Management; Ability Grouping.
- Approaches to the assignment.
- Observations.

Mentoring and Coaching

Garvey: The mentoring/counselling/coaching debate

- 'In practice, mentoring is merely an aggrandizement of the term coaching, and counselling is best left to the professionals.;

- Questions:

What do you initially understand by mentoring, counselling and coaching?

Forms of 'Helping'

- Mentors:Learning mentors/Peer mentors/Peer tutoring/Peer educating

'The mentor can deal with holistic development, may be a role model, a critical friend…'

- Coaches: Specific job to help to develop a range of skills to boost performance; Sports coaching/Life coaching/Business coaching
- Counsellors: therapeutic interventions.

Counselling

- 'Counselling is a highly skilled one to one helping activity which has overt therapeutic purpose….In the main, the agenda for the discussion is the client's. Counselling has a focus on the individual.'

- Counselling tends to be non-judgemental with the emphasis being on supported self-discovery and reflection.

Coaching

- 'Its focus is on performance and skill enhancement. It can be both group and one to one. In the main, the agenda for discussion is with the coach. Coaching also has an organisational focus and it is often a power relationship with the coach being the holder of the delegated organisational power. Power has the potential to distort the relationship and real and deep conversation may not occur in this context.'

Mentoring

- Associated with induction, career and personal development
- Associated with transitions
- Agenda is the mentees
- Relationship between mentor and mentee

'The mentee integrates prior and current experience through supportive and challenging dialogue.'

'An experienced mentor will use the full range of counselling and coaching skills as appropriate to

Reflective Questions

- Does Reflective Practice require a mentor, counsellor or coach?

- Are there specific requirements for a 'helper' to support Reflective Practice?

- What are the key aims of 'helping' within Reflective Practice? In other words, how would we know that the 'helping' has helped?

Judgementoring

Hobson, A. and Malderez, A. (2013), Judgementoring and Other Threats to Realising the Potential of School-base Mentoring in Teacher Education, *International Journal of Mentoring and Coaching in Education, Vol.2, No. 2, pp. 89-108.*

Mentoring

- Key component of school-based teacher education

- 'A one to one relationship between a relatively inexperienced teacher (the mentee) and a relatively experienced one (the mentor), which aims to support the mentees learning and development as a teacher, and their integration into and acceptance by the cultures of the school and the profession' (p. 1-2).

Roles

- Educator
- Acculturator
- Sponsor
- Provider of psychological support
- JUDGE!

Key Aim

'To support the beginner teacher's development of 'learnacy.' That is, their ability and willingness to manage their on-going learning from their own and others' experiences of teaching.'

That is……to become a Reflective Practitioner!

Positive Outcomes

- Classroom and behaviour management
- Time and workload management
- Problem solving capacities
- Self-efficacy
- Understand and adapt norms, standards and expectations of teaching and specific schools

COACHING?

Challenges

- Stunt professional learning and growth
- Reproduction of conventional norms and practices
- Well-being – self-esteem, anxiety, stress
- Leaving the profession!

Understanding Judgementoring

- Judgemental
- Lack of safe and trusting relationship
- Restrictive feedback: good, bad, do better
- Emphasis on the right approach
- Mentees: disheartened, demoralised, isolated, lonely

Understanding Judgementoring

- Emphasis on 'technical rationality', trial and error, what works
- Lack of attention to understanding-oriented feedback (informed by theory, concept and evidence).
- Lack of challenge, autonomy

The Mentor

- Necessary knowledge/expertise?
- Commitment to the role?
- Understanding the role?
- Unsuited to the role? (Mentor/coach/counsellor?)
- Training for the role?
- Time for the role?

Key Issue

'Associating the *assessment* of student and newly qualified teachers with the mentoring role, with which our analyses suggest it is incompatible in the current and (as we view it) likely foreseeable contexts' (p. 10).

- Accountability culture
- Insecurity, anxiety and mistrust
- Paperwork!

Compatible

- Facilitated reflective practice
- Transformative learning
- Aimed at 'Learnacy'
- Within schools contexts of 'collaborative learning cultures.'

Discussion

How can beginning teachers best be supported to thrive in teaching?

Action Research for Reflective Practice

- Jean McNiff (booklet on KLE)
- What issue am I interested in researching?
- Why do I want to research this issue?
- What kind of evidence can I gather to show why I am interested in this issue?
- What can I do? What will I do?
- What kind of evidence can I gather to show that I am having an influence?
- How can I explain that influence?
- How can I ensure that any judgements I might

McNiff: Practicalities

- Start small
- Plan carefully
- Set a realistic time scale
- Involve others
- Keep others informed
- Arrange for feedback/discussion/analysis

Action Research Steps

- Identifying the issue
- Reconnaissance
  - Describing the facts
  - Considering options
- Collaborative planned actions
- Taking action and developing learning
- Collaborative discussion/evaluation

Action Research as Reflective Practice

- Action Research usually focuses on
  - 'Problem' or 'Area for improvement'?
- Action Research Could involve
  - Use of a new resource or teaching method.
  - Exploration of a theory or model in practice
  - Engagement with alternative perspectives or practice
 - Collaboration and co-observation

Examples

- I have never had feedback on how I interact with children and would like to find out what it feels like! I would like to be observed sharing a short story and use the feedback on my interactions. This links with my focus issue on improving my communication.

- I am confident in my relationships with children, but not sure how I come across to other adults in the school. I would like to explore issues around how education professionals interact with each other and get feedback from my colleagues. I tend to be self-critical so I will need to talk through the kind of feedback I get.

- I believe expertise is not just held by teachers but is distributed among different people who work with children and I am exploring this issue. I would like to support a child one to one during a lesson and seek feedback from a teaching assistant who knows the child well.

Reflection

Consider each of those examples:

How could a mentor help to support a teacher looking to explore aspects of professional practice through Action Research?

Behaviour Management
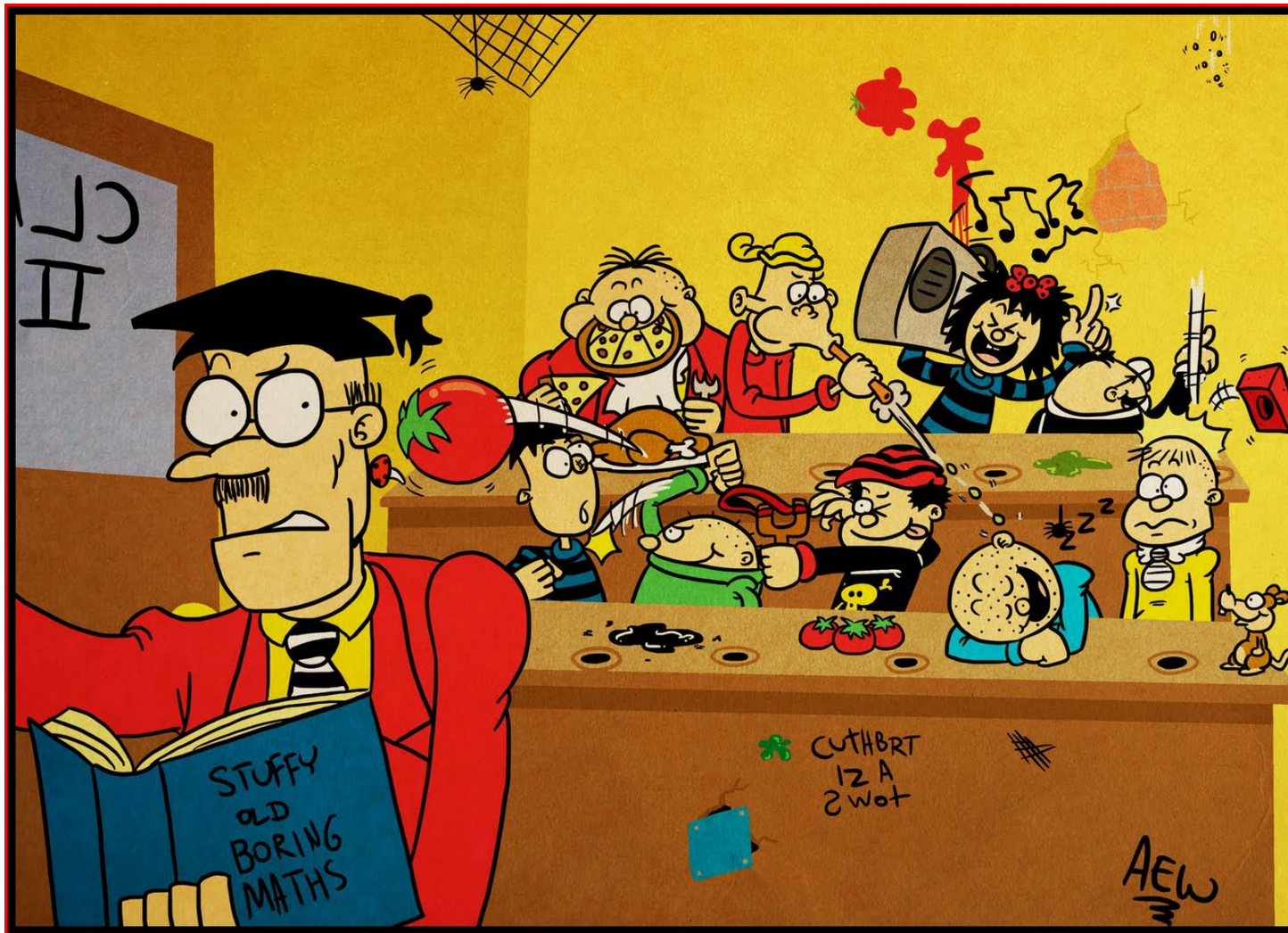
Weinsten, C.S. , Tomlinson-Clarke, S. and Curran, M. (2004), Towards a Conception of Culturally Responsive Classroom Management, Journal of Teacher Education, Vol. 55, Np. 1, pp 25-38.

Approaches to behaviour management are culturally biased.

Teachers need to consciously unlearn their cultural biases.

Consider

- The relationship between effective teaching and behaviour management

- The kind of preparation teachers receive in order to develop behaviour management

- The different emphases placed on relationships

- Check list or philosophy?

Behaviour/Classroom Management/Control

Maguire, M. Ball, S. and Braun, A. (2010), Behaviour, Classroom Management and student 'control': enacting policy in the English secondary school, International Studies in the Sociology of Education, Vol. 20, No. 2, pp 153-170.

Dilemmas

- Control and discipline
- Broader educational purposes
- Autonomy and responsibility
- Sanctions/rewards – power
- Positive discipline, emotional literacy
- Sets of scripted procedures

Context

- School choice and educational markets
- Parental expectations
- Achievement and standards
- Behaviour for learning policy priority
- Medicalising/excluding 'disruptive child'
- Teacher professionalism – integrity, personal values
- Policies and practices which produce/construct disruptive behaviours
- Curriculum/assessment –

Learners

- Pressures on young people
- Family, community, social expectations and cultures

Values and Behaviour Management

- Responsibility and accountability
- Respect
- Empathy
- Fairness
- Active involvement
- Ownership of behavior
- Reflective change

Skills and Behaviour Management

- Communication
- Emotional literacy
- Reflective capacity
- Persona/demeanour
- Consistency
- Flexibility
- Judgement and purpose

Processes of Behaviour Managment

- Escalating sanctions
- Action and response
- Whole-school approach

Restorative Judgement – Key Perspectives

- Shift away from a primary focus on maintaining control and compliance, to understanding of how teachers' own language and behaviour can produce, and damage, quality relationships'

- How behaviour is named and given meaning, how we behave, has consequences for how people behave, perform and treat others

Developing Behaviour Management – Key Perspectives

- Strategies, beliefs and skills with a practical use

- Self-regulation

- Personalised and meaningful relationships

- Scripted and practiced reactions, within whole-school approach to language, response and consequences

Reflective Practice and Behaviour Management

- Outcome of whole-school approaches to behavior and class-room management
- Modification of procedures/scripts to understand and respond to more challenging behaviour
- The justification of learning - sanctions/discipline and promoting learning 'for all'.
- Contextual principles of how best to manage behavior in and outside of the classroom.

Behaviour Management

- https://www.youtube.com/watch?v=I9Jk74XO98M

What underpinning principles seem to inform these practices?

Ability Grouping

- IQ/The Bell Curve
- Ability follows a normal curve
- Most people are average with tails of over and under achievement
- Sorting practices – to reflect real differences
- The naturalization of the normal curve....

The Bell Curve Debate

Fendler, L. and Muzaffar, I. (2008), The History of the Bell Curve, Sorting and the Idea of Normal, Educational Theory, Vol. 58, No. 1, pp. 63-82.

Arguments

- Normal curve from random processes…but education is purposeful and agentic, not random

- Positive and Negative emotional consequences for learners – attitudes, self-concept, mental health - ….so ability is contextual.

- The average student is a convenient fiction – top/middle/bottom…traffic light systems… acronyms…KUDos (know,understand,do); core/extension/modification;

Arguments

- Assessment – norm-referenced not criterion referenced

- Stereo-type threat

- Guarantees relative failure

- Risk management and simplification – reflection of particular pedagogy than of learners

Ability Grouping

- 1950s – dominant
- 1960s/1970s – reduction – evidence of disadvantages of rigid streaming and setting
- 1980s – mixed ability teaching – streaming rare across all subject and ages
- Measure of general ability (norm thinking!)
- Today – prevalent form: whole/in-class; all subjects; all ages

Evidence

Ireson, J., Hallam, S., Hack, S., Clark, H. and Plewis, I. (2002), Ability Grouping in English Secondary Schools: Effects on Attainment in English, Mathematics and Science, Educational Research and Evaluation, Vol. 8, No. 3, pp. 299-318.

Evidence

- Effect of ability grouping on pupil attainment is minimal
- Little impact on overall achievement
- Adverse impact on self-esteem
- Progress in Mathematics but not English or Science
- Higher ability benefit
- Placement in sets impacts on later achievement
- Different class room practices follow from sorting

Proposals

'Abandon rigorous setting and utilize broader groupings and within class groups, which may be reconfigured appropriately for different learning activities. In this way, all pupils may benefit from working with others of a range of abilities. Teachers might then be less nclined to treat their class as identical in ability and make use of a wider repertoire for teaching, providing all pupils with the opportunity to learn' (Ireson et al, 2002, p. 318).

Practices

In groups, discuss:

- What are your experiences and practices of mixed ability teaching and ability grouping?
- Which priorities do you see in different schools : self-esteem or standards?
- What are the practices of differentiation which seem successful?
- Which kinds of learners do you see as benefitting from particular approaches to

Setting by Ability - or is it?

Muijs, D. and Dunne, M. (2010), Setting by ability – or is it? A Quantitative study of determinants of set placement in English secondary schools, Educational Research, Vol. 52, No. 4, pp. 391-407.

Concerns

- Easier for teacher
- Bordeom/de-moralization
- Student self-concept
- Pupils of similar attainment are not in similar sets
- Overall effects mask advantages for higher ability and disadvantages for lower ability
- Behaviour management of groups is key to allocation rather than ability
- How are setting decisions made?

Evidence

- Prior attainment main predictor of probability of set but relatively poor predictor
- Behaviour
- Motivation
- Social background strong predictor
- Ethnicity/gender not strong predictors
- SEN strong predictor

Student Experience

Boaler, J, Wiliam, D. and Brown, M. (2000), Students Experience of Ability Grouping – disaffection, polarization and the construction of failure, British Educational Research Journal, Vol. 26, No. 5, pp. 631-648).

Who Experiences What?

- Wrong expectations, wrong pace, wrong pressure (HIGH/LOW)
- Limits on attainment (LOW)
- Social class (despite ability) (LOW)
- Disaffection/anxiety (HIGH/LOW)
- Lower levels of achievement relative to prior attainment (HIGH/LOW)

Who Benefits?

'A range of evidence in the study linked setting to underachievement, both for students in *low* and *high* sets, despite the widely-held public, media and government perception that setting increases achievement' (Boaler et al, 2000, p. 634).

'The traditional British concern with ensuring that *some* of the ablest students reach the highest possible standards appears to have resulted in a situation in which the majority of students achieve well below their potential' (Boaler et al

Reflective Questions

- Why are learners grouped by ability?
- Does grouping by ability contribute to meeting learner needs?
- What changes to the organization of learning would emphasise potential rather than achievement?

Assignment

 Please complete a 3,500 (+/- 10%) word critical examination of the principles and approaches which should inform successful Reflective Practice as it addresses a key case study of education practice.

- Critically analyse the principles, practices, and relevance of Reflective Practice.

- Drawing on theory and your own experience, critically reflect on the ways in which Reflective Practice can be supported through approaches to leadership, coaching, counselling and mentoring.

- Critically evaluate the political, social, and cultural contexts within which professionals in schools and workplaces are working and the extent to which this provides opportunities or barriers for Reflective Practice to support change in relation to the key case study of education practice.

- Critically consider the approach which should be taken to research, evidence and Action Research in supporting Reflective Practice as it addresses the key case study of education practice.

- Critically justify the approach to Reflective Practice which you would seek to adopt in a school or workplace setting to address the key case study of education practice.

Assignment

- You will find it helpful to focus your thinking and writing on what is known and understood about a key case study of education practice:

- Classroom organisation and learning

- Behaviour management

- Ability grouping

- Practices of inclusion

- Explore the approaches to Reflective Practice which should inform positive change in relation to the key case study of education