

Teachers supporting teachers in professional learning and practice development

The use of video mediated peer coaching

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Effective Professional Development

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Professional learning that most changes practice ...

- Takes place over time (months not days)
- Recognises a central location for learning is the classroom
- Is collaborative ... with one or more professional
- Has a focus on improving pupil learning in its outcome
- Recognises the link between theorising practice ... and ... practising theory

Particularly important for early career teachers – steep learning curve

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What Supports Teacher Learning?

- Personal motivation
- Joining in with others – joint practice development (individual / team)
- Accountability (personal / peers / hierarchy)
- Building and developing knowledge base
 - ❑ Propositional knowledge ... what is known / theoretical knowledge / explanations (e.g. How children learn, Wiliam's work on assessment)
 - ❑ Tacit knowledge ... teacher practice knowledge / craft of the classroom – very difficult to articulate and explain
- Being able to access those 'invisible' features of tacit knowledge

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Video-Mediated Coaching

Recent edition of CollectivED working papers, both Lewis (2018) and Kosiorek (2018) write about the benefits of video mediated coaching in supporting teachers in reflection and developing their practice

This project contributes further insights into this process by investigating:

- the impact of video-mediated coaching over an extended period of time
- the similarities and differences of doing this in different phases

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Reflection & Coaching

- Limitations of various models of reflective practice are that they rely on subjective self-reflection
- Do we know if we are reflecting on the right things to transform our teaching and pupil learning?
- The argument, therefore, for coaching is very persuasive
- However, this is also not without difficulties
- There are issues, for example around noticing and language – are these shared and understood between the teacher and coach?

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The Role of Lesson Observation

- Important means of collecting evidence about what goes on in classrooms
- Helps conceptualise what comprises effective teaching and learning ... *but often used in providing a basis for judgements of performance and competence*
- Good classroom observation can lie at the heart of both understanding professional practice and improving its quality
- Captures complex nature of teaching and learning in-situ at a particular point in time
- Observation that helps teachers develop their practice is
 - ❑ Formative in nature ... not summative (O'Leary, 2017)
 - ❑ Supportive ... not judgemental

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The Role of Lesson Observation– Some Issues

- Reliability ... observation is subjective ... events are filtered through the interpretive lens of the observer
- Cannot be assumed that there is a shared understanding among observers and observees as to the meaning and interpretation of value-laden terms such as 'good' and 'outstanding'
- Underpinning the observer–observee relationship are the notions of power and authority
- Confusion of purpose ... performative / professional development ... often the one who observes is often the one who judges ... judgementoring

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Professional Vision and Noticing (Seidel et al. 2011)

- Originally introduced by anthropologist Charles Goodwin (1994) ... professional vision – **observation coupled with interpretation**. Built on by Miriam Sherin discussing teachers video clubs (2001 → 2009)
- Drawing on Sherin's work ... Seidel et al., (2011) discuss noticing and knowledge based reasoning ... **teachers selectively considering and interpreting complex classroom events ... the teachers drew on their professional knowledge to identify significant components of teaching and learning:**
 - ❑ **through noticing there is the identification of what is relevant** from many things that occur simultaneously in a classroom.
 - ❑ **noticing can then lead to reasoning** (based upon professional knowledge) thus observed classroom activities are located in a theoretical framework.
 - ❖ moving from simply noticing pupils' ideas and actions to an analysis of pupil thinking
 - ❖ moving from describing the teaching strategies used to understanding why they were used and the potential impact on pupil learning

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Why use video for lesson observation?

- Captures complex activities
- Access rich descriptions of classroom activities that are hard / impossible to describe
- Avoids ambiguity of written descriptions
- Follow the unfolding of complex social interactions / events over time
- Provides a stimulus for reflective thought and reflexive discussion
- Window into practice

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Affordances of Video Technology

There are unique affordances offered by video → illustrations of complex classroom dynamics that are hard to describe in other ways

Video technology facilitates

- learning about effective classroom practice (Hatch and Grossman, 2009)
- reflection on the craft of the classroom (Rosaen et al., 2008)
- understanding pupils' thinking.

This occurs by

- observing recordings of their own teaching and other teachers ... enhanced when mediated by a coach
- Develop awareness of classroom interactions so that the teacher moves from paying attention to surface-level features to being able to discern more substantive interactions

Video technology affords data that is both rich and multi-layered

- rich in that it contains both verbal and non-verbal interactions
- multi-layered as offers consideration about a range of different of foci.

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Why Peer Coaching?

- Coaching is usually a more **focused professional dialogue** designed to aid in developing a teacher's repertoire and skill
- It **relies on reflection and propositional knowledge**
- It often **supports experimentation with new classroom strategies**
- Coaching can assist in the development of open and collaborative structures

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What Are We Doing?

The process undertaken was:

- a series of 5 or 6 lessons which are video recorded over something like 2 terms (6 months) where one teacher is recorded
 - the coach may be present to undertake a lesson observation in the traditional way
 - with some systems e.g. 'IRIS Connect' the coach may observe remotely in another room
- both teacher and coach then observe the video and individually identify critical points for discussion ... the coach already having a feel for what is important having already observed the lesson live
- Targets are agreed ... and the cycle continues

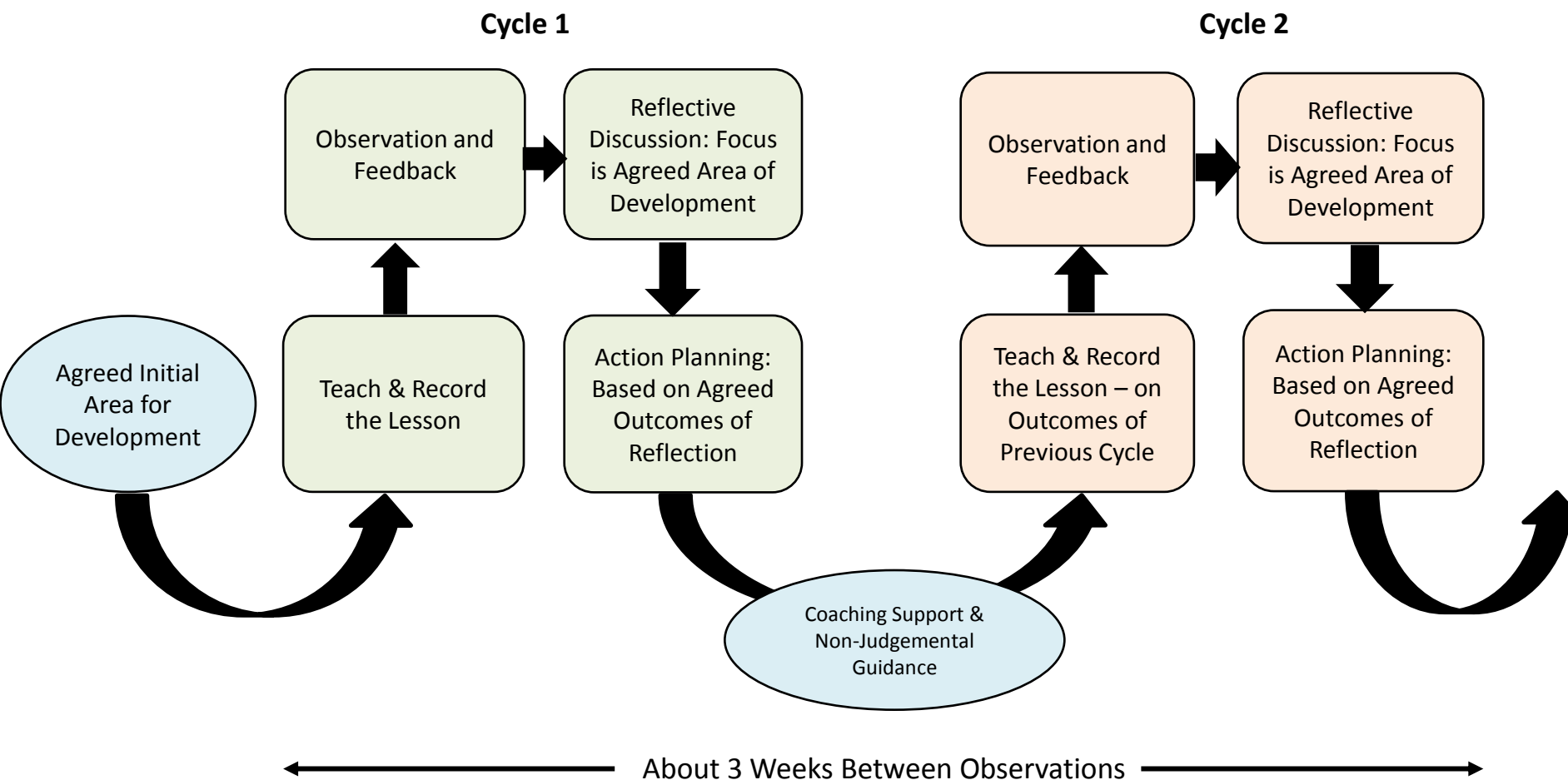
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Looking for 5-6 cycles over about 6 months (approx. 2 terms)

Methods & Data

Sector	Number of Coaching Pairs
FE	5 coaching pairs
Secondary	4 coaching pairs
Primary	3 coaching pairs

- Pre-interviews (separate interviews with coach and teacher)
... expectations
- Post-interviews (separate interviews with coach and teacher)
... self-reflection on:
 - The process
 - What teacher learning has occurred
- Audio recorded learning conversations (feedback and discussion) between coach and teacher (between 2 and 6 per pair)

An unintended finding occurred when 2 secondary teachers undertook self-recording without involving a coach ... offers some insight into the benefits of having a coach compared to not having one

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Some Ethical Conditions

- Participation is voluntary
 - ❑ Should be based on the desire to improve and develop practice
 - ❑ Should be a good relationship between teacher / trainee and coach
 - ❑ Coach – should be trusted and should act as a supportive critical friend
- Ownership of the recordings belongs solely to the teacher / trainee being observed
 - ❑ The coach can only observe the video recording with the agreement of the teacher
 - ❑ The teacher / trainee has the right to withhold permission for the lesson to be seen
- No link to placement assessment or performance management
- If a 'safeguarding' issue arises it will be dealt with through the normal school protocols and the recording not used

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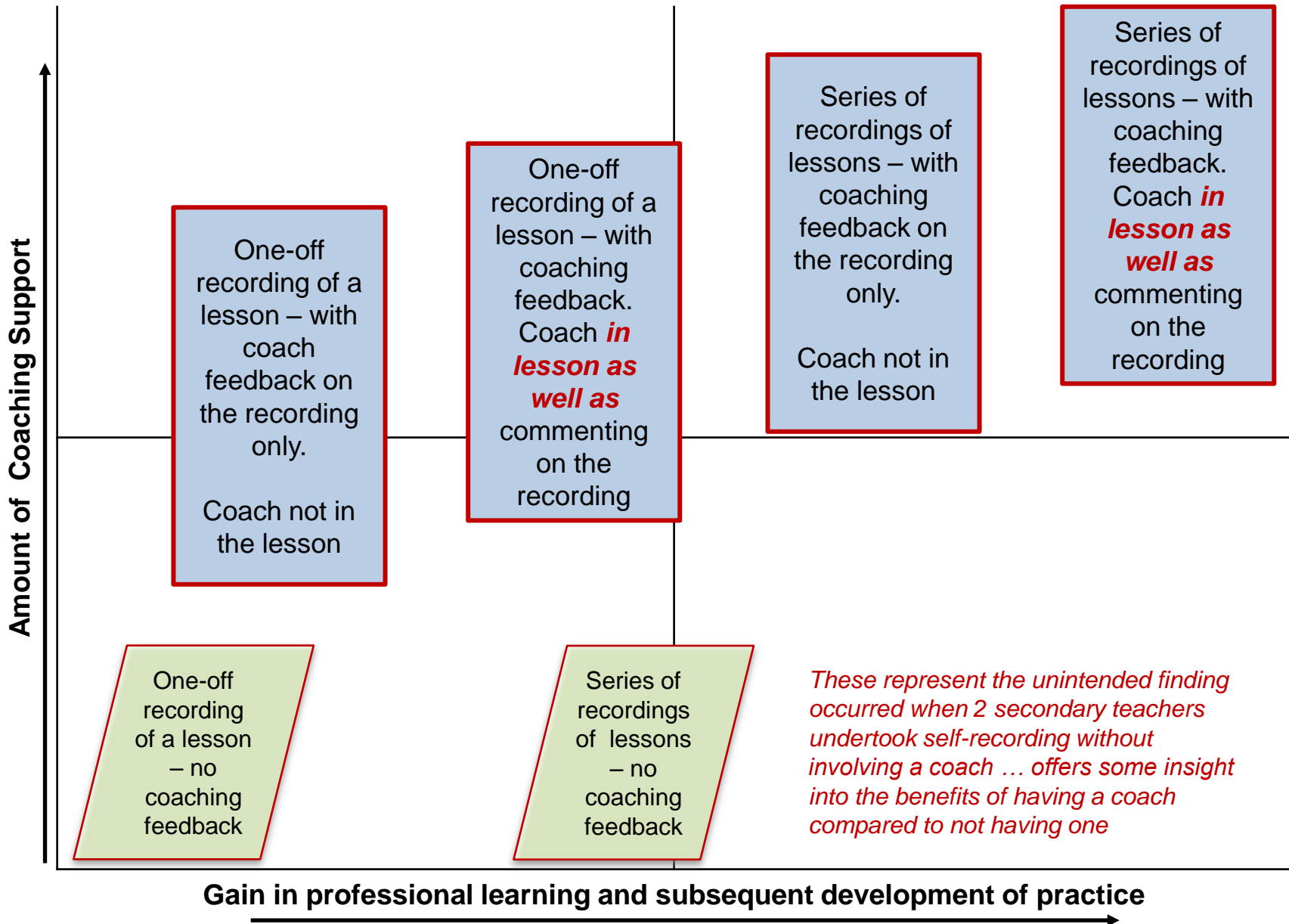
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Findings



Findings - What is the benefit of the mentor / coach being in the lesson?

Can the coach observe the lesson remotely (via video link) or asynchronously (another time and place)? ... Yes

But the advantages of the coach being in the lesson are:

- More reflective depth to the feedback discussion
- Coach can draw on aspects of the lesson not captured on video ... since the coach gets a “*sense of smell*” of the lesson
- Support the development of ‘noticing skills’
- Support focussed observation through use of an observation schedule ... helps overcome viewing through lens of personal experience / expertise
- Overcome limited perspective of the camera ... especially if only a single camera is used
- Supports the identification of the ‘***one big thing***’

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Findings - Benefits for the Coach

The effect being an enriching experience

- observation of authentic classroom experience, even though it is a second-hand experience, can leave the observer feeling 'inside the event'
- observers are able to make multiple connections with their own experience – a process they describe as resonance

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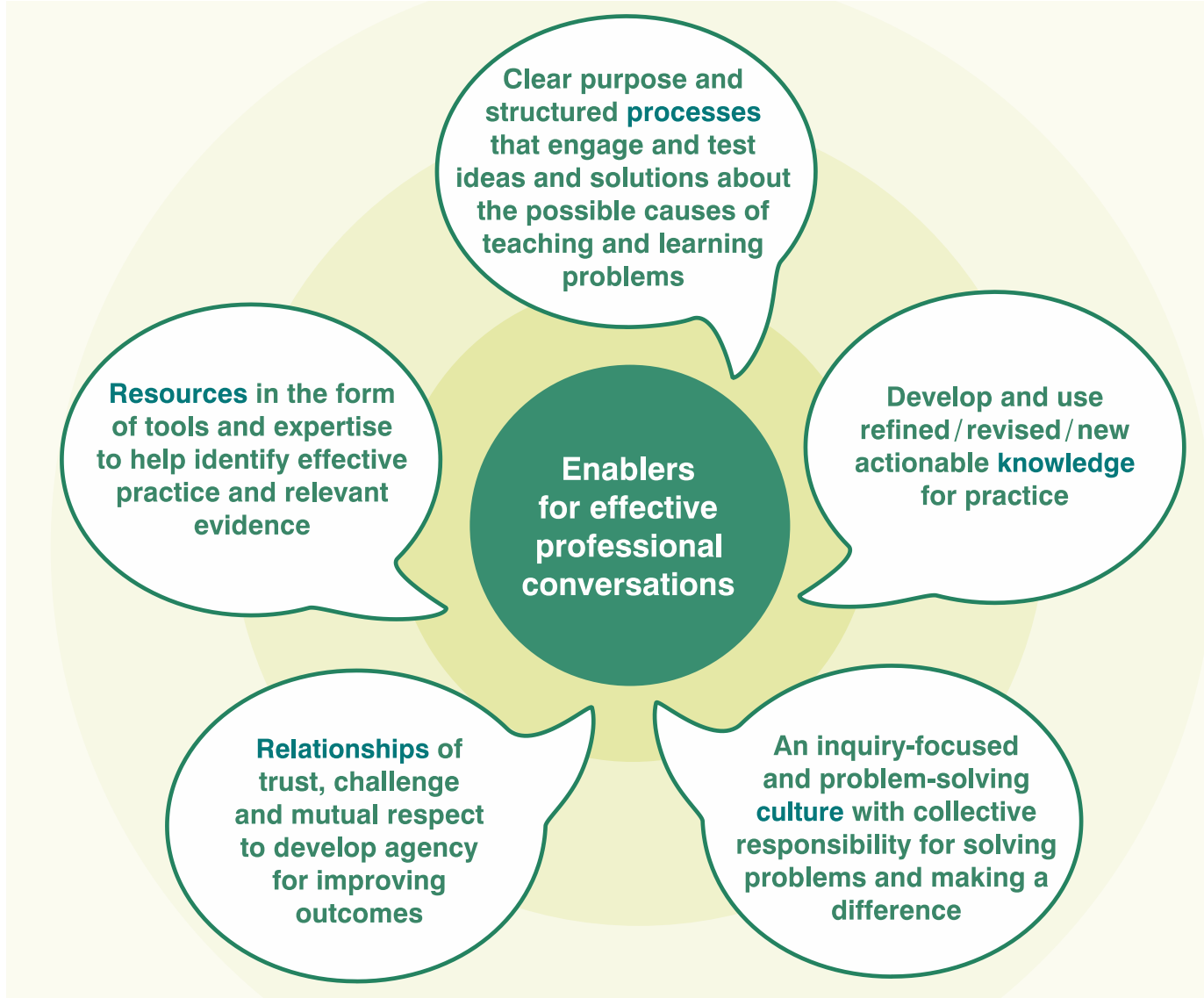
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Learning Through Video Mediated Coaching

Developing Professional Learning Conversations



Learning Through Video Mediated Coaching

Developing Noticing Skills

- Observing recordings of own lesson with the support of a coach enhances awareness of classroom interactions
- Video supports ...
 - ❑ Recognition of substantive classroom moments
 - ❑ Both noticing and interpreting significant and critical incidents
 - ❑ Identification and understanding of the appropriateness of decisions in the classroom
- **Noticing ...**
 - ❑ **Selective attention – ability to cut out the extraneous noise in a lesson**
 - ❑ **Knowledge-guided identification and interpretation of classroom events**

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Supporting Professional Vision

Professional vision is a process that occurs while observing lessons that draws on teachers' theoretical knowledge to interpret and understand classroom situations (Sherin, 2007)

Support for this process:

- Mediation of a coach – theoretical ideas are contextualised
- Peer-based reflection
 - Common framework for discussion
 - *“You look at a classroom together. You discuss what has been taught and what has been seen together. People ask questions you hadn't even thought of.”*
 - Communal constructivism whereby teacher and coach collectively discuss, analyse and deconstruct observed practice (Holmes et al. (2001)

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Developing the Capacity for Reflection

- Observing recordings of own lesson with the support of a coach enhances reflection and analysis
- In doing so practice is changed

- What is happening?
 - ❑ Peer-based observation appears to scaffold the reflective process
 - ❑ Common framework for discussion that doesn't occur in 'traditional' observations
 - ❑ Evidence of metacognitive reflection ... the unpicking of the decision making processes in both the planning and enactment of the lesson
 - ❑ Support for changes / refinements to classroom practice

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Developing Agency and Efficacy

- Self Efficacy ... important factor in explaining intentional and purposive behaviour
- Teacher self-efficacy --> teachers' capabilities to bring about desired outcomes of pupil engagement and learning
 - Helps an individual teacher decide what to do ... in planning before the lesson *and* ... in the lesson itself
 - Helps an individual interpret their thoughts and emotions ... reflection leading to articulation of tacit knowledge
- Assured sense of self-efficacy sets tone for high quality classroom environment
- Thus ... video mediated coaching appears to scaffold the metacognitive reflective process which leads to changes / refinements in classroom practice

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Conclusions Common to all 3 Phases – at this point

Pedagogical Development Through ...

- Critical mediated viewing
 - ❑ Allows for a meaningful understanding of what is viewed ... often deconstructed
 - ❑ Video helps maintain focus on the details ... ensures reality is discussed rather than partial recollections (Lofthouse et al. 2010)
- Enhances power of reflection ... promotes deeper reflection which leads to constructive changes in practice
- Opens the language of pedagogy
 - ❑ Discussing teacher methodology can be a powerful learning tool
 - ❑ Common and shared language of practice between teacher and coach
- Facilitates collaborative learning ... means both teachers and coaches become learners

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Conclusions Common to all 3 Phases – at this point

- Findings point to gains in professional development of teachers (both beginning and experienced) in ...
 1. Making tacit pedagogical knowledge explicit
 2. Linking theory with practice
 3. Reflective practice
 4. Collaborative learning
 5. Language of pedagogy
- Tacit knowledge being constructed and deconstructed by expert practitioners – mediation occurs
- Collegiality is important - teachers gain when they have common experience – collective, community activity
- Classroom practice is changed and improved

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Conclusions at this Point – Differences Between Phases

Main difference identified so far is with the secondary pairings

- Pairings were drawn from within subject teams (Geography & History)
- Their learning conversations also included discussion about subject knowledge
- What we identified were conversations around pedagogical content knowledge

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Any Questions



This is available ...

Marsh, B. (2018) Teachers supporting teachers in professional learning and the development of classroom practice: The use of video mediated peer coaching *CollectivED* [3], Carnegie School of Education, Leeds Beckett University.

<http://www.leedsbeckett.ac.uk/-/media/files/research/collectived-apr-2018--issue-31.pdf?la=en>

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