



An introduction to coaching in Education

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Coaching in schools to face challenges ahead Erasmus + 2015-2017 /Universitetsskolen CHA

Langseth, I. D., & Sedal, H. (2019). **Smart phones in schools:** In what Ways can Coaching empower students to make a valid judgement on when and how to use their smart phone?. *Human IT: Journal for Information Technology Studies as a Human Science*, 14(3), 48-82.

Langseth, I. (2022). **Feedback practices:** How can coaching address the need for deep communication to support student learning and well-being? In *ICERI2022 Proceedings* (pp. 371-379). IATED.



Norwegian University of
Science and Technology
(NTNU)

**Coaching in Education:
Addressing the Need
for Deep
Communication**

★★★★★ 4.8 (126 reviews)

🕒 4 weeks 🕒 3 hrs per week

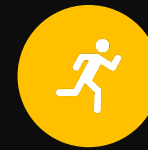
My ambition:



Introduce a model
and some basic
coaching techniques



Reflect and practice
in small groups



Try it out in school?

Start thinking of a small “problem” that you would like to solve to make life easier. Ex How to get to work, how to group students, how to stop multitasking , anything that is of interest for you!

Methods in the toolbox for educators

Mentoring - Socialisation in craftsmanship, experienced and novice, apprenticeship scheme. Primarily action-oriented.

Example: Mentor for newly qualified teachers.

Guidance - Professional scaffolding, written and oral feedback, assessment for learning.

Example: Guiding students in academic writing.

Coaching - Motivating people to achieve their goals. Problem-solving, assisting in reflecting on something in a professional conversation.

Example: Student issues, assessment (AFL), professional problemsolving etc.

The Grow model - a brief introduction to leadership

GOAL

What is your goal?

REALITY

What is your current situation? What does success feel like?

OPTIONS

What are your options for moving forward

WILL

What will you do now?

Sir John Whitmore, 2002





Hanna Sedal, Coach Soulutions.no

Coaching, an emergent research field in Education

...**helping individuals** dealing with authentic challenges, professional interests and dilemmas experienced in **complex educational** settings, while also acting as a counterweight to some of the consequences of performativity.

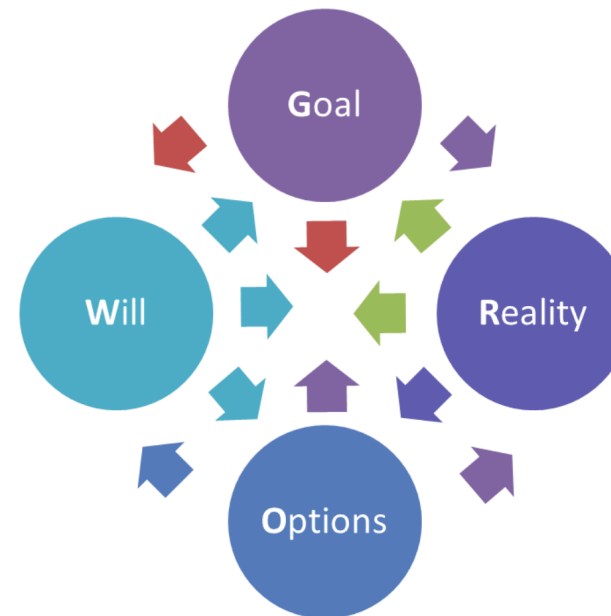
Lofthouse, R. (2019). Coaching in education:

GROW model - an example

"I want a 4 in French, Spanish, German, English....."

The student owns the "problem" and the "solution». Your solutions cannot be transferred to the other person!

- **G** What do you want to achieve?
- **R** Explore the present situation
- **O** Explore possible ways forward
- **W** Finds small, binding steps towards a concrete goal.



Sir John Whitmore, 2002

Drivers are listening and questions with «clean language»

Professional conversations in Education

Leaders who who are interested in people, do better (the rest can be learned)



Coaching can support better decision making

Listening gives information about what colleagues are thinking about themselves and their role in the organisation/class
You will learn about their challenges and their solution to the «problem» (motivation, presuppositions)
Your assumptions/understandings might also be challenged (mind reads)

Coaching is well suited to the Education Act, LK20 and Assessment for learning.

§3-3 Elevar, ...skal møte fram og delta aktivt i opplæringa.

§3-7 Elevar, ...har minst ein gong kvart halvår rett til ein samtale om deira utvikling i faga

§3.10 I underevgsvurderinga i fag skal elevar, ...delta i vurderinga av eige arbeid og reflektere over eiga læring og faglege utvikling.forstå kva dei skal lære og kva som blir venta av dei. få vite kva dei meistarar....få rettleiing om korleis dei kan arbeide vidare for å auke kompetansen sin.

Empathic listening

We believe we listen to others, but what actually happens?

We react differently to what is said in the same situation (unconsciously emotionally, based on previous experiences).

What we see, hear and feel can be right or wrong, good or bad, or something in between. The way you listen provides different levels of information

Level 1:

Most often, you listen inwardly for your own answers, and then you talk about what is interesting to you.

Level 2:

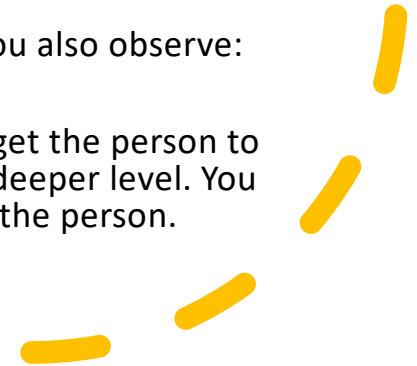
You listen to what the other person is talking about, and then you respond with what you think the other person wants or expects you to say.

Level 3:

You truly listen to what the other person is telling you. You also observe: words, voice and body language.

You want to know more. You ask follow-up questions to get the person to elaborate on the topic. You focus on understanding at a deeper level. You listen for values and beliefs and how important this is to the person.

(Robinson, Aryris & Schön)



Your turn 1

You are now invited to reflect on the three levels of listening.

1. Find examples of situations where you listen at level 1, 2, and 3.

Consider which level you listen at when meeting with a colleague, teacher, student, counselor, leader, or parent. You may also think about private situations that you do not wish to share with others.

2. Choose a situation where you felt you did not succeed.

Ask yourself: How important was it for me to motivate the other person? At what level did I listen? Did I ask follow-up questions? How important was the conversation to me?

The construction of reality in conversations

Rapport Creating a supportive and non-judgmental space where coachees feel comfortable sharing their experiences and perspectives.

A **mind read** refers to a situation where a listener makes assumptions or guesses about a speaker's thoughts, feelings, or intentions. Essentially, without seeking clarification. Mind reading is projecting your own interpretations onto the student, potentially missing valuable insights and hindering the student's self-discovery process.

Student: « This is challenging!» I can understand that you find this overwhelming to learn.

Teacher: «I am not sure whether I should stop talking about grades to this student» Teacher is struggling with this student.

Student: “if I don't learn more French this year, I will fail”. He does not know how to cope in French.

A **presupposition** refers to what is assumed, or an *implicit belief* that the speaker expects the listener to already accept as true or to be familiar with. Linguistic presuppositions are useful for recognizing what is somebody's model of the world. Most often expressed as not wanted.

Teacher: «May I see your homework?» He has completed his homework.

Student: «I have stopped preparing for the test» He used to prepare for the text.



Do not mind
read!

Ask questions to confirm meaning
and uncover presuppositions and
models of the world.



Basic questioning

Clean language

Use the same vocabulary as the one you are listening to

1. «I am so excited» Excited?
2. «I can't cope with everything!» ... Cope with everyting??

Open (follow-up) questions

- If we were to have a common goal, what could it be? (Goal)
- What do you want to be different after we have talked (X minutes)?
- Why is this important to you?
- Is this happening elsewhere too (emotions, values)?

- What kind of 'assessment problem' is this? And it is...? (reality)
- What happens before this? What happens after this?
- What is the relationship between x and y (key words)?

- Who can you collaborate with on this? (resources) (Options)
- What are the pros and cons?

- What needs to happen for ...? (Will)

Information: Focuses on understanding at a deeper level. You listen for preconceptions and how important this is for the person. *I hear you saying that...? Avoid the WHY question!*

Mirroring: You mirror the body language of the person you are speaking with. You can also guide it.

Reflection: You gradually slow down the pace of the conversation to allow for reflection. (silence)

Your turn 2

Questions can be used to create trust, support learning and goal oriented actions.

How would you describe the way you use questions?

- Leader – How do you lead through questions
- Teacher – What questions do you ask your students? [Ted Wragg](#) – Teachers ask 70 000 questions p.a. (managerial, factual, higher order)
- Parent – how do you encourage your kids' reflection through questions?

Good questions start with active listening in conversations

- The information you get can be used to create reflection (as you mirror back and challenge their presuppositions).
- Deep reflection makes people grow!



Analysis

Table 2. Coaching strategies in teaching learning and well-being.

N=16	Areas of use	Coaching skills	Well-being
Formative assessment Feedback	Feedback on task Conversations (in class) *Developmental conversations (general) **Professional conversations (in subject)	Questioning Listening Grow-model	More dialog More contact with students Able to motivate students Able to motivate self (teachers)
Summative Assessment	Oral tests (in class) Oral exams (national)	Questioning Listening	Able to support student performance
Pre-service teaching	Student teacher training in schools	Coaching principles	Personal growth Social Mobility
Informal conversation	Special educational needs (SEN)	Coaching principles	Prevent dropout Scaffolding
Non formal Conversation	Private conversations	Questioning Listening	Motivate others outside school

(Langseth, 2022)

I would like to say that the course (COACH) was the beginning of a complete change in the way I talk to and think of people. At work, this applies to my view of students.

Yes - this project has definitely had a positive impact on the way I think and interact with students, individually and in the classroom, become part of my way of teaching in fact. (...) I get valuable feedback from the students, as they obviously experience this type of conversation as more relationship-building, reflective and inclusive.

I ask them (students) instead of having all the answers myself. Maybe it's something completely different from what I think. I ask questions like what is important to you, and how do you want your specific professional goals to be?

I have not changed the way I talk to students. I have always asked open questions. Conversations with students are time-limited for subject teachers.

The school is generally moving more towards dialogue with the students. I think that the processes we work with in coaching are especially useful in connection with assessment for learning and formative assessment and this is perhaps where I see the benefit of coaching best.

Table 3. A coherent strategy for teaching, learning and well-being.

Curriculum goals – formative assessment/assessment for learning Black&Wiliam, 1998

	Where the learner is going	Where the learner is	How to get there
Teacher	Clarifying, sharing and understanding learning intentions	Engineering effective, discussions, tasks and activities that elicit evidence of learning	Provide feedback that moves learner forward.
Peer		Activate students as learning resources for one another	
Learner		Activate students as learners of their own learning	
Coach	What do you want to achieve?	What is your current situation?	How can you reach your goal?
Learner	Expressing personal learning goals, values and belief in the room for manoeuvre	Exploring opportunities and possible obstacles for learning and well-being in school/subject	Commitment to a personal step-by step plan. What is the first thing I can do?

Personal goals – self-directed learning/ coaching Langseth, 2022

How to practice?

I invite you to try out coaching techniques in teams/groups/at home/with AI

Relevant issues???

- how to use AI in lesson planning?
- how to use smartphones in class?
- whether to continue as a teacher?
- how to get to work,
- how to complete feedback tasks?

You

I want to practice my coaching skills (listening and questioning in education K-12 or higher education. The aim is to learn how to ask follow-up questions. I want you to act as a student who struggles in class, has low motivation and has not prepared for a test in class. I will start the conversation.

ChatGPT

Sure, I'm ready to act as the student. Go ahead and start the conversation whenever you're ready!

You

Well, I would like a chat with you about your learning and your life in general. How are you doing?

ChatGPT

I'm not doing great, to be honest. I'm feeling pretty overwhelmed with everything going on. It's like no matter how hard I try, I just can't seem to keep up with everything.



You

What do you mean by keep up with everything?

ChatGPT

I mean keeping up with all the assignments, studying for tests, and just managing my time in general. It feels like there's always something hanging over my head, and I'm constantly playing catch-up.

You

Hanging over my head?

ChatGPT

Yeah, like there's this constant pressure to perform well academically, and it's always there, looming over me. I feel like I'm drowning in the expectations, and it's hard to stay motivated when it feels like I'm always behind.

Your turn 3



A Coachee: Choose a real issue that you want to find a solution to (e.g., at work, at school)! (confidentiality).



B COACH: Use what you have learned about coaching.



C Finally: What insight are you contributing to here?"

Remember

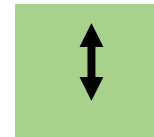
The coachee owns the problem and the solution, no guidance this time!

Active listening, body language, keywords

Open-ended questions, clean language (try to avoid 'why' - it can seem provoking)

Abstraction: What is the purpose of this....?

Concretisation: What will this look in practice?



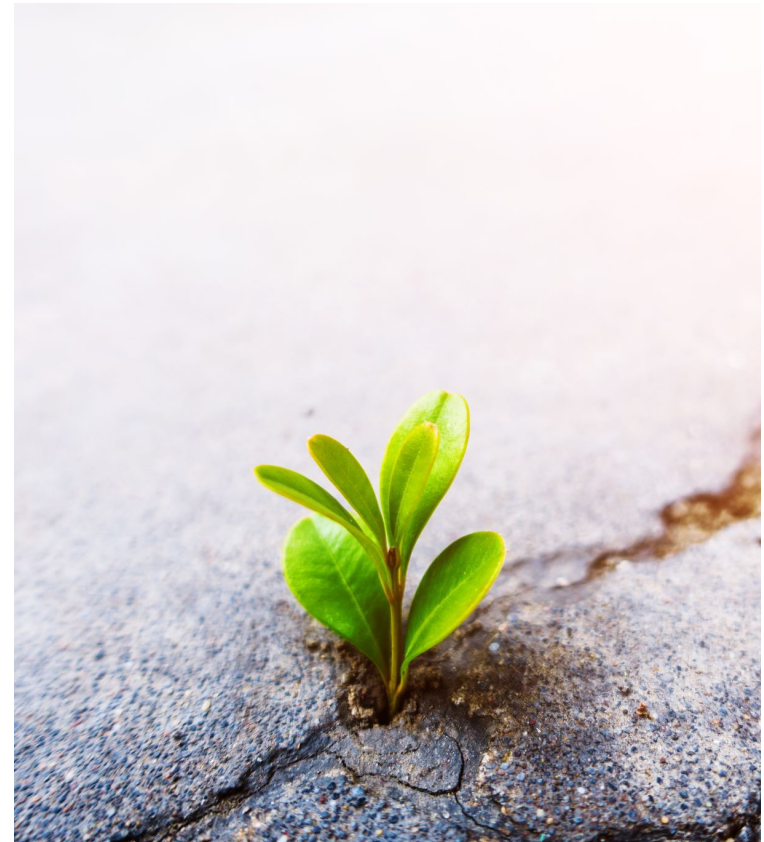
Habits are unconscious processes

Listening and questioning skills are easy to learn.

"Our habits and emotions strongly influence what we think (cognition). Contrary to what we often like to believe, habits and emotions are unconscious processes.

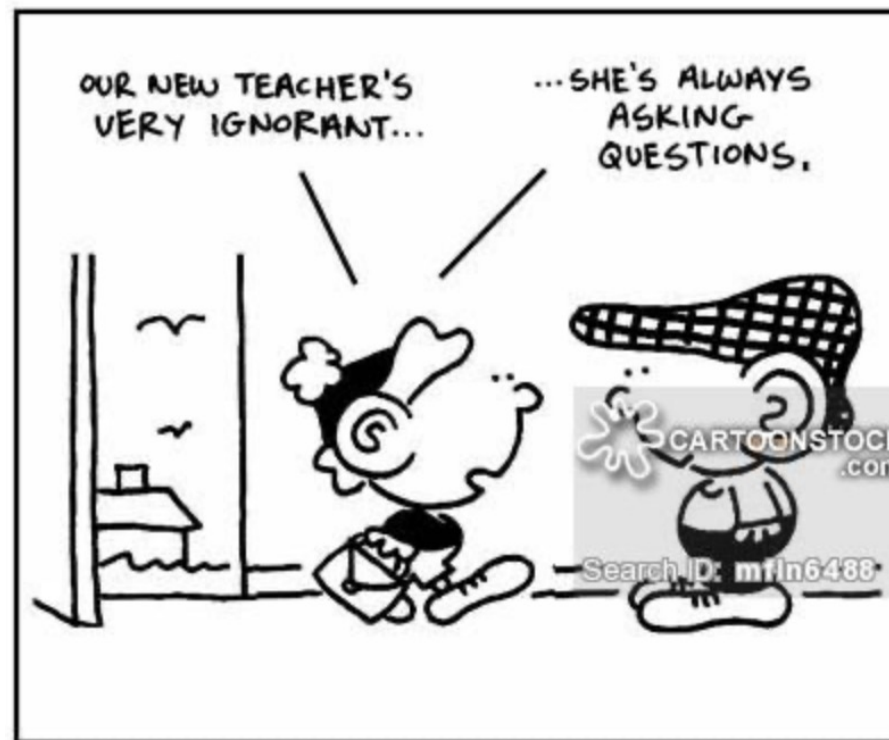
Change requires a conscious process until it becomes a habit.

(Anna Tibelius Bodin)"



Toolbox – mentoring, guidance, coaching

Questions?



Reflections?

Resources



Klev & Levin (2021) Forandring som praksis, kap. 13 Coaching som lærende praksis



Lofthouse, R. (2019, 2019/01/01). Coaching in education: a professional development process in formation. *Professional Development in Education*, 45(1), 33-45. <https://doi.org/10.1080/19415257.2018.1529611>



Langseth & Sedal (2019) Smart Phones in school. In What Ways Can Coaching Empower Students to Make a Valid Judgement on When and How to Use Their Smart Phone? <https://humanit.hb.se/article/view/687>



Langseth, I. (2022). Feedback practices: how can coaching address the need for deep communication to support student learning and well-being?. In *ICERI2022 Proceedings* (pp. 371-379). IATED.



MOOC FutureLearn (12 timers åpent kurs) <https://www.futurelearn.com/courses/transformation-creates-contemporary-leaders>
Damian Goldvag: Coaching with the brain (video)