

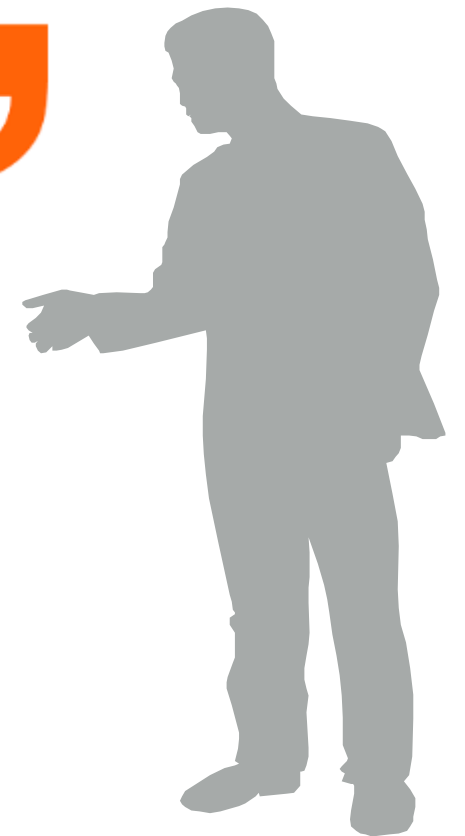
# The Role of Coaching in Raising the Level of Self-Reflection in Teachers to Improve Student Learning

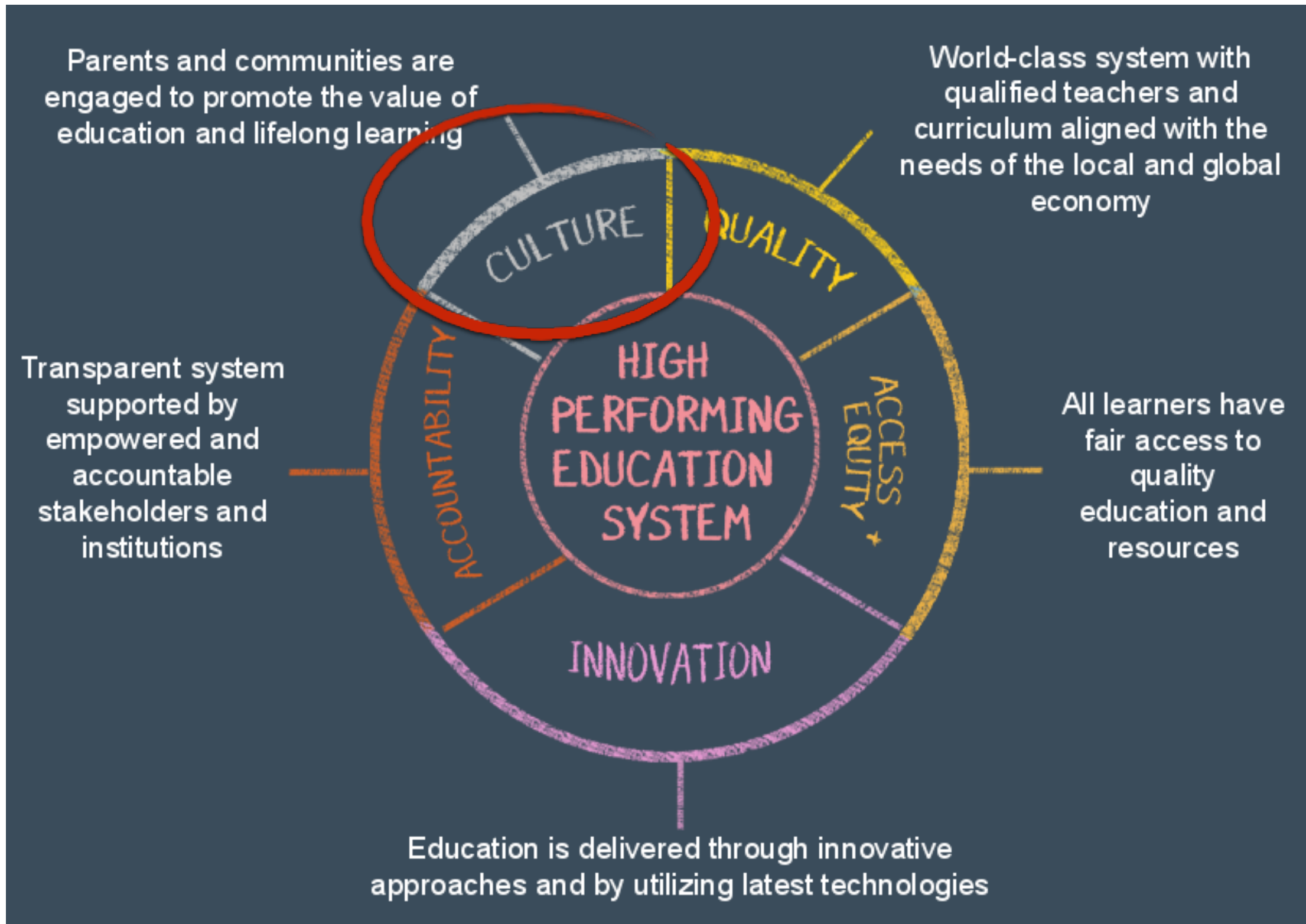


“School reform efforts were bound to fail if they ignored cultural problems, and only focused on altering structure and curriculum”

*Seymour Sarason, Yale Psychologist*

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Culture is made up of mindsets.....  
mindsets are made up of beliefs



# Why do individuals choose to become teachers in the Middle East?

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# Who are the teachers' role models?

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# What do we know about teaching and learning?

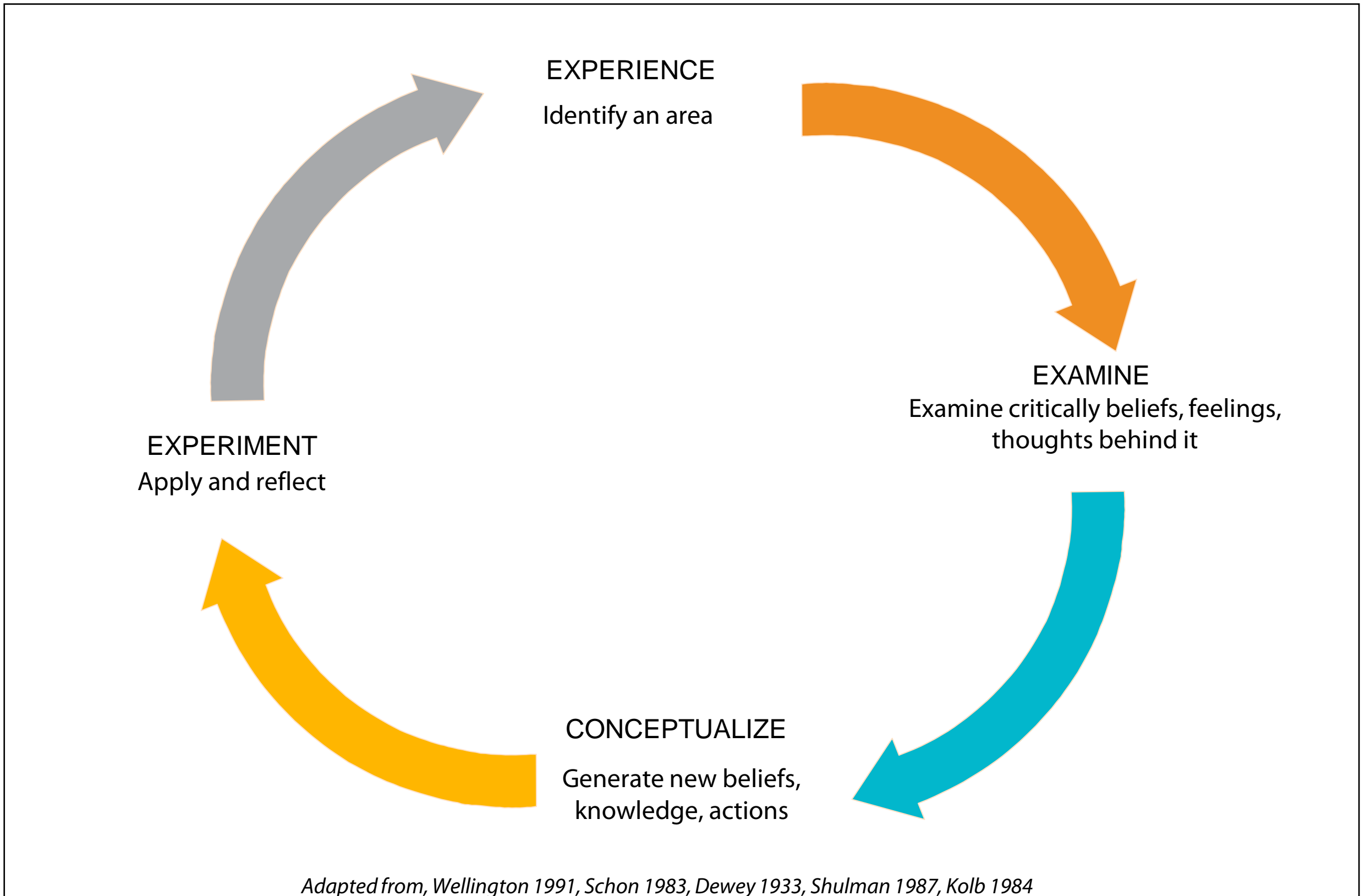
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To be effective in teaching, teachers should.....

Students learn best when.....



# What is Self- Reflection?





# Why do we need to develop teachers' self-reflective practice instead of only training them?

Teaching is complex and multifaceted. Any new learning and change will require continuous self-reflection and decision making within one's own context. Otherwise it will be work as usual.

## Training

- Trainer--centred
- focused on content (knowledge & skills)
- one-time event
- de-contextualised, stays in the classroom
- one-size fits all
- explores the known



Transactional

## Self-Reflective Practice

- learner -centred
- focused on improving learning itself
- continuous and dynamic
- contextualised, embedded in experience
- personalised learning
- explores the unknown

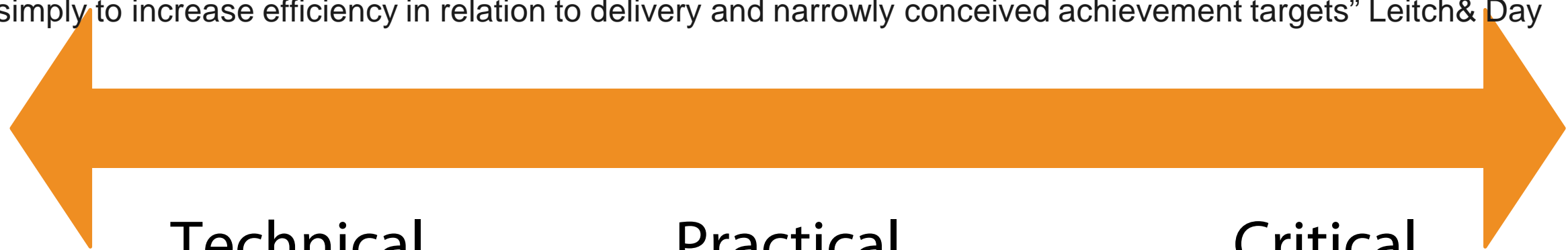


Transformational

# Reflection exists at anecdotal levels and differs from one person to another

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]“Critical Reflection is a] broader understanding of self, society and moral purposes rather than one that seeks simply to increase efficiency in relation to delivery and narrowly conceived achievement targets” Leitch & Day



## Technical

- focuses on their teaching functions
- Assesses how they apply knowledge to achieve predetermined goals
- Sees practice as isolated episodes

## Practical

- Assesses the effectiveness of the action in achieving a goal
- Examines and questions end goals
- Examines beliefs behind activities

## Critical

- questions their whole experience with its actions, goals, beliefs and its underlying assumptions .
- integrates the moral and ethical dilemmas
- questions their stance in light of the ultimate purpose of schooling

Source: Levels of Reflection, Van Manen ((1997

# Why we need coaching to develop higher levels of self-reflection?

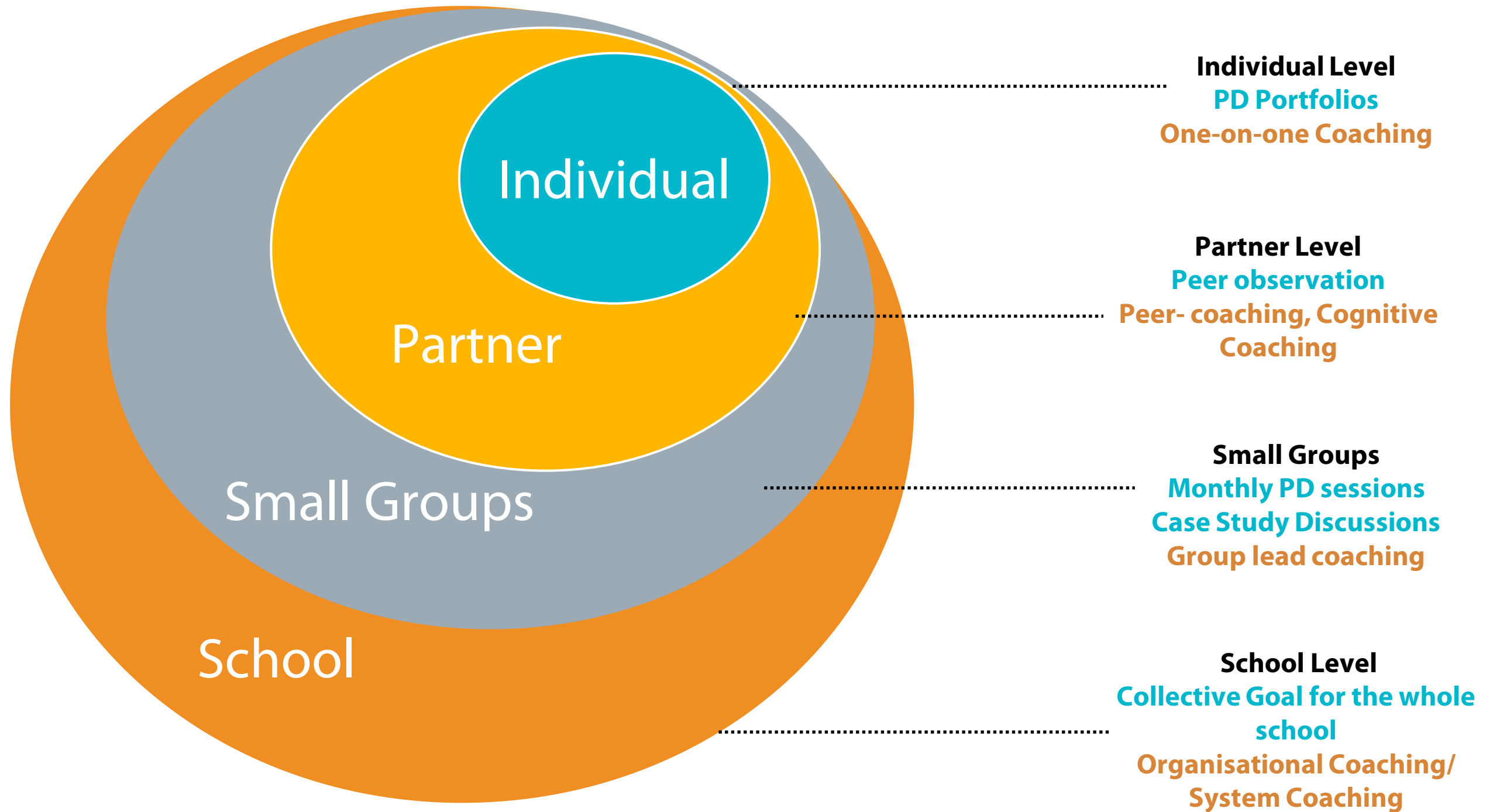
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1. We have biases as humans which appear when reflecting and can result in misleading insights if we just reflect within our own bubble
2. We may be using the wrong evidence or information while reflecting which may confirm certain biases
3. Learning is socially constructed. So there may be a limit to how far you can go with your learning on your own without feedback
4. When we reflect on our own, we tend to neglect the social and cultural influences on our behaviour and beliefs

Coaching helps in

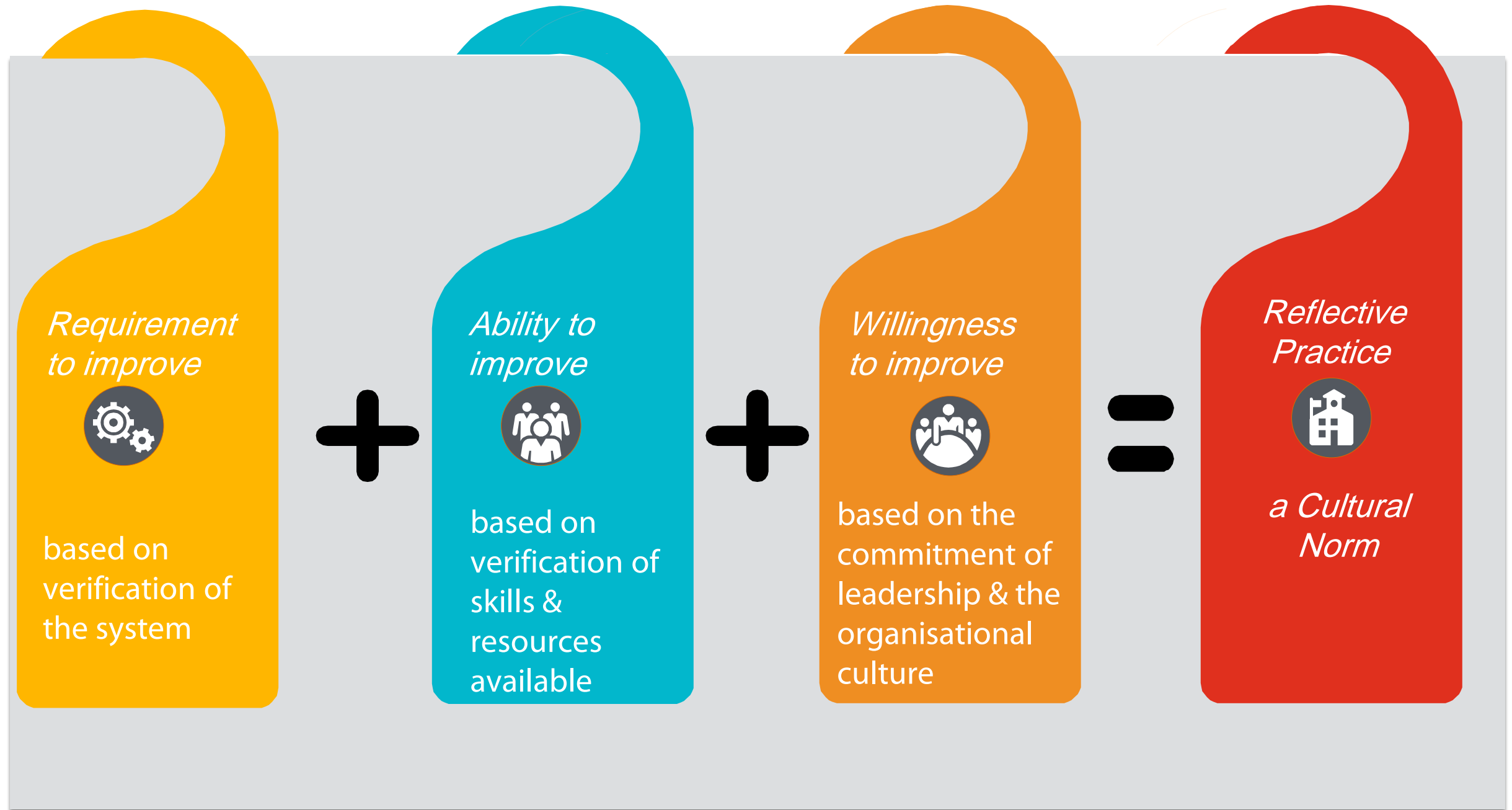
1. Promoting higher levels of thinking through questioning
2. Granting teachers ownership over their professional development
3. Developing more personalised learning strategies and breaking down those strategies into manageable and observable methods
4. Dismantling the silos of private practice in education and encouraging collaboration and providing positive pathways to meeting student needs

# Coaching and Reflective Practice needs to happen at multiple levels for it to become a cultural norm



Source: The Reflective Practice Spiral, York-Barr et al. ((2006

# What do you anticipate as challenges in making coaching and reflective practice a cultural norm at your school or organisation?



Source: The Reflective Practice Spiral, York-Barr et al. ((2006

# Contextual factors that promote coaching and reflective practice

- A vision, mission objectives and action plans that make reflective practice an integral part of the school
- Allocated time in the schedule for teachers to reflect alone and with other teachers and coaches
- An internal PD program that promotes reflective practice
- Performance appraisal that encourage reflection & growth rather than meeting targets

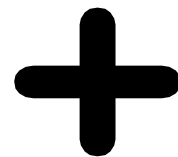
- Training on the topic of reflective practice
- Training on coaching skills or collaborating with external coaches
- Developing reflective practice tools that are relevant to the school's needs (e.g PD portfolios, Blogs, Vlogs , planning tools, assessment tools, case studies, student feedback etc).

- A common definition and understanding of what reflective practice entails
- A safe learning environment for everyone to share their practice openly and ask for feedback
- A culture that supports evidence-based-decisions
- A common goal centralised to fulfil students' needs
- Reinforcement of desired beliefs, behaviours and ways of working

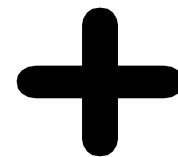
*One's own individual reflection is contagious and spreads to groups and accordingly to the whole school, creating a community of reflective practitioners who foster in each other higher levels of reflection.*



*System & Structure*



*Skills & Resources*



*Leadership & Culture*



*Reflective Practice , a Cultural Norm*



# Your reflections & questions?





# Share your Journey



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