

SEDA Spring Conference 2024



Session Title: Empowering Educators: Embracing Coaching-Based Observation Feedback in Higher Education

Session Type: Workshop (45 mins)

Main presenter(s): Daniel Cole, De Montfort University

Co presenter(s): N/a

Session Summary: Replacing Observation Feedback with Coaching Conversations. The potential benefits of taking a non-directive approach to the review of teaching sessions in HE

Session Outline: The session will introduce colleagues to the concept of Coaching-Based Observation Feedback in Higher Education. After an initial overview of the limitations of traditional observation feedback methods, participants will learn about the benefits of coaching in relation to teacher development (Lofthouse, Leat, Towler & Hall, 2010). This will include; the potential impact of collaborative learning and reflective practice in the context of observation reviews; the fostering of intrinsic motivation and autonomy (Ryan & Deci, 2000); and the potential for longitudinal professional development (Brockbank & McGill, 2007). Participants will also be provided with practical tips for applying coaching techniques in a post-observation context, such as active listening (Grant, 2013), powerful questions and collaborative goal setting. Attendees will practice these skills through taking part in a selection of interactive activities, watching a mock session and engaging in meaningful coaching conversations with a pair, allowing them to reflect on how this approach can be used to facilitate the recipients own learning and problem-solving skills (Whitmore, 2009). The session will also encourage participants to discuss challenges and potential solutions in implementing coaching-based feedback in their institutions.

References: Brockbank, A., & McGill, I. (2007). *Facilitating Reflective Learning in Higher Education* (2nd ed.). Open University Press.

Grant, A.M. (2013). The Efficacy of Executive Coaching in Times of Organisational Change. *Journal of Change Management*, 13(3), 258-280.

Lofthouse, R., Leat, D., Towler, C., & Hall, E. (2010). Learning to Teach: Professional Development Schools and Non-directive Coaching. *Teacher Development*, 14(1), 51-65.

Ryan, R. M., & Deci, E. L. (2000). Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions. *Contemporary Educational Psychology*, 25(1), 54-67.

Whitmore, J. (2009). *Coaching for Performance: GROWing Human Potential and Purpose - The Principles and Practice of Coaching and Leadership*. Nicholas Brealey Publishing