

Liverpool John Moores University

Title: Developing Collaborative Coaching for Improvement
Status: Definitive
Code: **7103AEPMC** (124146)
Version Start Date: 01-08-2018

Owning School/Faculty: Education
Teaching School/Faculty: Teacher Education and Professional Learning

Team	Leader
Debbie Duncalf	Y

Academic Level: FHEQ7 **Credit Value:** 20 **Total Delivered Hours:** 22
Total Learning Hours: 200 **Private Study:** 178

Delivery Options

Course typically offered: Summer

Component	Contact Hours
Lecture	4
Seminar	8
Tutorial	2
Workshop	8

Grading Basis: 50 %

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Reflection	CW	A reflection on the implications of a professional learning community within an organisational context (4500words equivalent)	100	

Aims

To expand participants' knowledge and understanding of organisations in and educational context through learning based on engagement with current educational theory, research, policy and practice.

*To develop critical professional practice through analysis of reflection on practice.
To develop professionally and personally through engagement with the module.*

Learning Outcomes

After completing the module the student should be able to:

- 1 Critically evaluate and reflect on the impact of learning conversations within a professional setting.
- 2 Critically evaluate the role of mentoring and collaborative coaching within a professional learning community
- 3 Critically examine collaborative coaching as a tool for organisational change
- 4 Analyse and critically review the theory/research related to collaborative coaching

Learning Outcomes of Assessments

The assessment item list is assessed via the learning outcomes listed:

Coursework	1	2	3	4
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Outline Syllabus

This module will support the student in reviewing established or emerging practice in collaborative coaching and mentoring within an organisational context. For 'education mentors' (taken in the widest sense) the concept of a Learning Community forum will be a means by which the student can engage peers in reflection, knowledge creation and the gathering of evidence of impact. Students will be expected to utilise the theoretical frameworks that underpin coaching/co coaching and research to undertake a piece of work that can be shared and evaluated.

The module will include:

The role of mentoring and coaching in the professional learning community

Coaching and co coaching for organisation improvement

Workplace culture and effective mentoring and coaching practice

Leading mentoring and coaching

Review of mentoring and coaching practice

Development of skills for mentoring and coaching

Learning Activities

Learning activities will include tutor input, group discussions and activities, learning conversations, use of ICT such as Blackboard and other resources, action learning sets, action research/work related enquiries as appropriate, workshops, presentations, practical tasks, individual tutorials, directed readings and focused work-based practice, as appropriate

Notes

This course is part of the MA Advanced Educational Practice in Mentoring and Coaching and is designed to meet the professional needs of practitioners within the education sector