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Chapter 28

Coaching in Education

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INTRODUCTION

Coaching in education has seen a period of sustained growth over the last decade. Schools, colleges and universities in Australia, the United Kingdom and the USA have been introducing coaching interventions to get better results for learners (Knight, 2007; Kee et al., 2010, van Nieuwerburgh 2012). The term 'coaching in education' covers a broad range of interventions that have the aim of improving outcomes for learners and within educational settings. Coaching is being used directly with educators, with students and with members of the educational community (Campbell, 2015). In this chapter, we will discuss the term 'coaching in education' before presenting an overview of the various ways in which coaching is having a positive impact within educational settings. The chapter will focus on evidence-based interventions, summarising relevant research where appropriate. We will conclude with some thoughts about the practice of coaching in education and the creation of coaching cultures.

As the term 'coaching' is sometimes used loosely within educational settings, it is important at the outset to clarify our terminology. Indeed one of the challenges facing the education sector is the lack of definitional agreement. The term 'coaching' is sometimes used interchangeably with words such as 'mentoring', 'teaching' or 'tutoring'. The type of coaching that will be discussed in this chapter is captured most powerfully in the definition of Whitmore: 'unlocking people's potential to maximise their own performance' (2009: 10). Coaching is understood as a facilitative intervention, aimed at supporting a coachee to take responsibility for adapting their behaviour or ways of thinking in order to achieve better results. Whitmore explicitly states that coaching is about 'helping [people] to learn, rather than teaching them' (2009: 10), thus setting 'coaching' apart from 'teaching'. In this sense, coaching can broaden the repertoire of educators by providing a non-directive approach to supporting others to learn for themselves.

So, coaching is different from teaching, but how does it relate to mentoring? This is another source of continued exploration (Megginson & Clutterbuck, 2005; Connor & Pokora, 2012; Fletcher & Mullen, 2012; Garvey, Stokes & Megginson, 2014). Both interventions are one-to-one conversations with the explicit intention of supporting the growth and development of another. The key difference relates to the relevance of 'knowledge transfer'. If the purpose of the relationship is to transfer knowledge and expertise from one (more experienced) person to a (less experienced) learner, then this is usually called 'mentoring'. If the purpose of the relationship is self-discovery, then this is usually called 'coaching'. Having set out the differences, it is worth noting that both interventions are helpful and can

support the development of learners when employed in the right situations. In this chapter, we would like to define 'coaching in education' and 'mentoring in education' in the following ways:

Coaching in Education
' A one-to-one conversation that focuses on the enhancement of learning and development through increasing self-awareness and a sense of personal responsibility, where the coach facilitates the self-directed learning of the coachee through questioning, active listening, and appropriate challenge in a supportive and encouraging climate' (van Nieuwerburgh, 2012: 17).

Mentoring in Education
'A series of one-to-one conversations in which a more experienced person asks questions, provides guidance, shares knowledge and gives advice to support a learner to improve their performance and achieve success within a nurturing relationship. In addition to being experienced in the area of interest, the mentor should be effective at building relationships and skilled at supporting others to learn.'[1]

While it is recognised that both coaching and mentoring can have positive impacts, the rest of this chapter will focus on 'coaching in education'.

THE GLOBAL FRAMEWORK FOR COACHING IN EDUCATION

An on-going challenge in coaching research is identifying explicitly the coaching methodology or approach in the studies that are found. While some studies provide clear descriptions, others do not define the actual intervention, making comparisons difficult. There are also noticeably few published longitudinal quantitative studies of coaching in educational settings, thus limiting our knowledge about the longer-term impact of introducing coaching to schools.

In a bid to celebrate and learn from successful coaching initiatives taking place across the world, a 'global framework for coaching in education' was developed (van Nieuwerburgh & Campbell 2015) (see Figure 28.1). The framework 'provides a coherent way of describing the various conversational contexts where coaching (and coaching approaches) can be explored' (Campbell, 2015).

Figure 28.1 Global Framework for Coaching in Education

It is currently represented as a 'playing field' of four quadrants. We use the term 'playing field' to capture a sense of positive excitement about what is happening in schools. The field is meant to be inclusive and the framework is open to change and adaptation in order to accommodate as many initiatives and practices as possible. Each quadrant represents an entry point, or 'portal', through which coaching can be helpfully introduced within educational settings. There is no prescribed order for 'opening' the portals and organisations may choose to work on more than one portal at a time. However, it will be suggested in this chapter that undertaking coaching activities across a number of portals may contribute to the creation of coaching cultures. Below, each of the portals will be considered in turn.

Table 28.1 Coaching in the Educational Context

<table>
<tr><td rowspan="2">Coaching for educational leadership</td><td>Leaders being coached
• Education leaders are coached to support their leadership development.</td></tr>
<tr><td>Leaders learning to coach, then coaching others
• Education leaders learn how to coach, and then use coaching in their leadership repertoire.</td></tr>
<tr><td rowspan="2">Coaching for professional practice</td><td>Instructional coaching
• Teachers are coached by peers or dedicated instructional coaches, with a focus on improving their instructional practice (teaching practice) and outcomes for learners.</td></tr>
<tr><td>Peer coaching
• Teachers and other educators coach one another about any topic related to their professional practice.</td></tr>
<tr><td rowspan="3">Coaching with parents and the wider school community</td><td>Parent coaching by teachers and others
• Teachers use coaching skills and approaches when meeting with parents.
• Other education professionals coach parents to help improve their parenting skills.</td></tr>
<tr><td>Parents trained as coaches
• Parents are trained to coach their own children.</td></tr>
<tr><td>Coaching from the community
• Trained members of the local community coach schools students.</td></tr>
<tr><td rowspan="2">Coaching for student success and wellbeing</td><td>External coaches
• Trained external coaches work with students to improve academic performance and wellbeing.</td></tr>
<tr><td>Internal coaches
• Trained school staff coach students for improved wellbeing.
• Trained students coach other students. The arrangement can be reciprocal (peer coaching) or the student can coach younger students.</td></tr>
</table>

Coaching for Educational Leadership

The OECD publication *Preparing Teachers and Developing School Leaders for the 21st Century* highlights the pivotal role of school leaders in improving school and student performance, at a time when more countries are granting increasing autonomy to schools (Schleicher, 2012: 13). The most successful educational leaders spend time coaching and developing their teaching staff, and interacting with pupils (Donaldson, 2010). This section looks at some of the contexts where coaching is used to develop educational leadership.

- Educational leaders being coached
- Educational leaders learning to coach, then coaching others

Leaders being coached: Aspiring and current educational leaders

Coaching for aspiring educational leaders
Coaching is a key component of many educational leadership programmes. Participants typically have one-to-one sessions with a coach, and may also undertake some (usually limited) coaching skills training. Some examples from the literature are: Denmark's Leadership Diploma of Education for aspiring school leaders, which includes coaching; England's Teaching Leaders (2015) programme where experienced senior leaders work as development coaches to support aspiring middle leaders working in the most challenging contexts; and Scotland's Flexible Route to Headship (FRH) programme in which the core learning process is through coaching from a head teacher of a different school (SEED, 2006). Although FRH participants valued the coaching, Forde et al (2013) expressed caution about the ever-widening role of the coach (including roles as tutor, mentor and assessor). As we have argued above, the lack of clarity around definitions and roles can negatively affect the relationship between coach and coachee, which affected their role as a coach. As a result, the Scottish College for Educational Leadership (SCEL) has separated these roles in the new 'Into Headship' programme, where the coach, the headteacher mentor and the field assessor are separate people with distinctive roles.

Coaching for current education leaders
The educational system perspective becomes more important when change is needed at local, regional, national or international level. It would appear that coaching may have a role in supporting school leaders to become actively engaged in system leadership. In a qualitative study following 4 novice principals through one or two years of their leadership coaching experience in California, James-Ward (2013) claims that the success of the coaching experience was due (in part) to the coach's local and contextual knowledge, and their ability to collaborate and shape the thinking of the principals without being authoritative or intrusive. The principals in this study eventually advanced to system leadership roles.

In another United States study, fifty-two principals in elementary and middle schools took part in a year-long feedback and coaching study that measured changes in their behaviours (Goff et al, 2014). The study found that principals who received feedback *and* coaching were more likely to change their professional behaviour than those who were given feedback alone. Although further research is needed, this is a very promising outcome that may

encourage system leaders to provide educational leaders with access to coaching support.

Another point to bear in mind is that educational leadership is no longer entirely positional, residing with a particular office. Everyone can develop leadership attributes and exercise leadership. Robertson (2008) puts it like this: 'Educational leaders are leaders who, no matter at what level in the institution, focus on improving learning opportunities as their main function, *and* work to develop their own educational leadership capacity and that of their institution.' An Australian study looked at the role of coaching in developing the leadership skills of teachers who were not designated 'school leaders'. In the study, Grant et al (2010) sought to find out whether high school teachers might benefit from developmental coaching that draws on theories of leadership. The teachers were coached by executive coaches using cognitive behavioural coaching and solution-focused coaching. Compared with randomly allocated controls, the coached teachers experienced increased goal attainment, reduced stress and enhanced workplace wellbeing and resilience.

Leaders learning to coach, then coaching others

Coaching skills as part of school leaders' professional learning and development
In their seminal work *Leading Coaching in Schools*, Creasy and Paterson (2005: 23) advised school leaders in the UK 'First develop yourself'. In recent years, there has been a gradual movement towards a growing expectation that educational leaders should be able to adopt a coaching approach. In fact, this expectation has been made explicit is some nationally determined professional standards (e.g. Australian Institute for Teaching and School Leadership, 2015; General Teaching Council for Scotland, 2012). We believe that these are positive steps that should be encouraged and supported. Through the setting of professional standards that reference coaching, professional bodies are clearly endorsing the use of coaching within educational organisations.

Having experienced the benefit of coaching themselves, educators are undertaking coaching development programmes to extend their own leadership coaching skills and knowledge (REF?). In this way, educators are able to coach formally or use a coaching approach. In turn educators can support their colleagues to do the same. These programmes can be in-person, online, or blended. The process of learning about coaching skills can in itself be developmental; in one study, participants reported that the process of participating in a workshop to learn coaching skills led to insights about their own behaviours and relationships (Barr & van Nieuwerburgh, 2015).

Leaders using a coaching approach in school
Using the PRACTICE coaching model (Palmer, 2008), a school's educational psychologist worked with teachers in the early years section of a primary school in Bristol, UK (Adams, 2012). He led and coached them through the process as they planned for the arrival of a new intake – a number of children with significant special educational needs. The model, although not followed exactly, was deemed successful, with the participants especially learning the importance of goal-setting.

In London, UK where a school had been placed in 'special measures' because of underachievement, a whole-staff World Café style event (Brown & Isaacs, 2005) using

coaching-style questions was held to plan for school improvement, and to begin to develop a coaching culture in the school (Cantore & Hick, 2013). The questions were influenced by Appreciative Inquiry (Orem et al, 2007) (eg 'Using the proforma as a guide, tell the story of when you felt you made a great personal contribution to the life and learning of the school.') and ended in clear actions (eg 'Say to colleagues in one sentence what you plan to do on Monday morning to start putting the plan into action.'). Coaching-style conversational practice became an ongoing part of staff training, with many staff choosing to undertake coaching training. The head teacher reported that staff were becoming more reflective and had space to discuss their ideas, and that the energy of the staff group had become more focused. This had a transformational effect, and the school moved from being in 'special measures' to 'outstanding' within a period of 18 months.

Above, we have considered the use of coaching to support the development of educational leadership capacity and capability. From educational leaders adopting a coaching approach to the use of coaching to support school improvement, there are a number of ways that coaching can be used within this quadrant of the playing field.

Coaching for Professional Practice

Another key area of focus for many educational organisations is the improvement of professional practice, particularly pedagogy. It has been argued that the best way of improving the experience of learners is to improve the skill and pedagogy of their educators (Knight, 2012: 94). One of the features of high performing schools aiming to improve teaching and learning, is that the schools provide opportunities for teachers to learn from one another (Barber & Mourshed, 2007). Coaching can provide a vehicle for these opportunities, and it enriches the development of professional practice.

Joyce and Showers (1995) illustrated how only 5% of teachers develop new skills if learning a theory. When the theory is supported by a demonstration, the amount grows to 10%. If practising the skills, 20% will develop the new skills. Formative feedback extends this to 25%. However, when job-embedded coaching is integrated in the process, 90% of teachers develop the new skills. Coached teachers are more likely than non-coached teachers to transfer newly acquired teaching practices into classroom use (Bradley et al, 2013; Cornett & Knight, 2007; Reinke et al, 2014; Showers, 1982). Furthermore, coaching teachers on specific educational content and teaching methods can have a positive impact on student achievement (Shidler, 2008).

Coaching for professional practice takes place in the following contexts:

- Instructional coaching
- Peer coaching

Instructional coaching

First, let us clarify the terminology. Educators in the UK refer to 'teaching practice', while educators in the USA refer to 'instructional practice'. Knight (2007) describes instructional coaches as onsite professional developers who work collaboratively with teachers,

empowering them to incorporate research-based instructional methods into their classrooms. Instructional coaches can specialise in certain curricular areas, for example literacy (Hanson, 2011; Lowenhaupt et al, 2014; Matsumura et al, 2013; Moxley & Taylor, 2006; Stephens et al, 2011; Strahan et al, 2010; Taylor et al, 2012; Vanderburgh & Stephens, 2010), or mathematics (Morse, 2009; Mudzimiri et al, 2014; West & Staub, 2003).

Instructional coaching differs from other coaching models in that the process includes one component where the coach actually *teaches* the collaborating teacher how to learn very specific evidence-based practices (Knight & van Nieuwerburgh, 2012). The instructional coach is expected to be an expert in the evidence-based practices and can offer checklists or even role model a lesson to their coachee. Several studies have been very helpful in developing, validating and refining this approach to improving instruction (Knight & van Nieuwerburgh, 2012). Instructional coaching is widely used throughout the USA, and Schleicher (2012) also provides examples from Victoria (Australia), Shanghai (China) and Ontario (Canada).

Shrinking budgets in schools affect decisions about employing an instructional coach. Some would argue that the school leader should be the main instructional coach. However it can be difficult for leaders to find the time (Danielson, 2007), and there can be tensions with their role as line manager (Hobson & Malderez, 2013; Hoy & Miskel, 2013). Therefore developing teachers' capacities to help one another improve may be a more cost-effective investment. We now look at how teachers can help one another through peer coaching.

Peer coaching

Another similar intervention often used between educators is referred to as 'peer coaching'. According to Robertson, these are reciprocal relationships to set professional goals and achieve them through dialogue. The purpose is to facilitate the learning, development and wellbeing of both partners (2008). In a synthesis of the literature about 'peer coaching', Wong and Nicotera (2003) suggest that schools use peer coaching for four reasons:

- To establish a culture of standards and expectations
- To improve instructional capacity
- To support ongoing evaluation
- To connect what happens in the classroom with the policy context.

Peer coaching has been found to improve teaching practice and promote the idea that 'teachers are learners too' (Kidd, 2009). Lofthouse et al (2010) observe that there is significant scope for teachers who have received coaching to take more responsibility for analysing their practice. At the same time, they also note that there is considerable evidence about the practical and logistical difficulties of bringing two teachers together for pre- and post-coaching sessions. It should be noted that Timperley and Parr argue that coaches are more effective when they are trained (2008). This view is supported by a peer coaching study in New Zealand. A group of student teachers in a field-based initial teacher education programme for Early Childhood Education found that training was important for successful peer coaching partnerships (Hooker, 2011). The student teachers valued being

taught the skills of active listening, holding reflective conversations, goal-setting and planning.

The same study found that the pairings (between student teachers) affected the success of the study. Hooker (2011) noted that no consensus could be found in the peer coaching literature as to whether it is better that peer coaches are paired by someone who knows them well, or if selection should be random, or if participants should have a choice of partner. However, the student teachers highlighted the importance of the relationship, and particularly valued having a peer of whom they could ask what they called 'the silly questions'. The benefits of peer coaching identified by the student teachers included being able to give something back, being able to provide encouragement and support, and learning from each other.

When designing peer coaching programmes focused on instructional practice, it may be helpful to consider ways of recording the observation of teaching, for example low-inference transcripts (Rivera-McCutchen and Sharff Paneero, 2014), or the use of technology through audio or video recording. In their study in two New York City schools, Rivera-McCutchen and Sharff-Panero found that teachers experienced 'Aha!' moments (Kounios & Beeman, 2009; van Nieuwerburgh, 2014: 60) when their peer coaching interactions included the use of low-inference transcripts (highly detailed transcripts of the lesson and subsequent coaching conversation that are factual records with no assumptions or personal commentary). Factual records to support coaching conversations can also be provided through the use of video or audio recording. According to Knight, 'video-enhanced professional development' will make a significant impact on the professional practice of teachers in the coming years (2014).

The Centre for the Use of Research and Evidence in Education (CUREE) stated that *learning to be a* coach or mentor is one of the most effective ways of enabling teachers or leaders to become good and excellent practitioners (2005). Evidence from studies of peer coaching generally does not separate the positive outcomes derived by the coach, from those derived by the coachee. The implication is that the 'peer' nature of the intervention means that both parties benefit equally. However, a key study by Showers and Joyce (1996) found that the benefits for the teacher observing were often *greater* than for those being observed. Therefore the programme was revised and the learning process became the act of observing another teacher, then reflecting. The omission of feedback did not depress implementation or growth. These are interesting findings that should also be considered when creating peer coaching programmes in educational organisations.

Coaching with Parents and the Wider School Community

As the use of coaching in schools, colleges and universities continues to grow and develop, a new area of focus is emerging. Building links with parents and other members of the wider educational community is now considered a portal in the Global Framework for Coaching in Education.

- Parent coaching by teachers and others
- Parents trained as coaches
- Coaching from the community

The interventions in this area are relatively under-researched and require further study (van Nieuwerburgh & Campbell, 2015). Below, we will survey the scant existing literature and suggest some possible areas for further exploration.

Parent coaching by teachers and others

By teachers
Teachers may learn how to use coaching skills with parents, so that they can build relationships and engage parents in their children's education. Meetings with parents may be scheduled, for example to discuss student progress, or they may happen at short notice, perhaps when a concern has arisen unexpectedly. Teachers may find that if they use solution-focused, cognitive behavioural or goal-setting coaching approaches with parents, solutions can be found, and relationships maintained. Research into the impact of teachers using a coaching approach during meetings with parents is needed.

By others
Other members of the community could be trained to coach parents to support their children's learning and development. Parents may also be coached by other professionals in the wider school community, for example educational psychologists. Shapiro et al (2010) observe that schools are one of the best places to reach large numbers of parents with evidence-based parenting interventions that are acceptable, practical and feasible. Parents in a London research project (Graham, 2013) were coached to address anxieties about their child's transition to primary school. The coach also shared techniques from GROW or Appreciative Inquiry which the parent used between sessions. After two sessions, parents reported reduced stress, increased empowerment and improved confidence about the transition.

Parents trained as coaches

Bamford, Mackew and Golawski (2012) have found that coaching for parents can have a significant positive impact on the relationship between parents and children, so that children may enjoy learning more both at home and at school. Schools and educational psychologists may be able to offer coaching skills courses to parents, or recommend self-coaching parent workbooks (Golawski, Bamford & Gersch, 2013). Some schools have used formal 'parent as coach' programmes (Sterling, 2008) to provide parents with coaching skills, support their learners 'beyond the school gates' and build positive relationship with their communities.

Coaching from the community

In a current study in South West England, volunteer members of the local community have been trained in coaching and mentoring skills, then matched to a student beginning their secondary school (van Nieuwerburgh & Pawson, in preparation). The long-term project aims to study whether those students matched with a community coach or mentor will perform better at school. The study is also interested in the relationship between having access to a

coach or mentor and student aspirations. According to staff, relationships between the school and its immediate community have been strengthened as a result of this programme.

In informal education, coaching methodologies have not yet been widely promoted within the youth service (Leach et al, 2011), and there has been no specific examination of how interventions such as solution-focused cognitive-behavioural coaching, goal training and goal setting may be applied in the youth curriculum. Leach et al (2011) posit that training youth workers in such interventions offers the potential to enhance young people's well-being.

Coaching for Student Success and Wellbeing

The coaching in education interventions already described – for educational leadership, professional practice and with parents and the wider community – should ultimately impact on the success and wellbeing of students. However, coaching is also being applied directly with students, with promising results (Devine et al, 2013), and the effects can last long after the coaching intervention ends (Franklin & Franklin, 2012). Schools are extending their focus on academic performance to recognise their role in nurturing the emotional, social, psychological and physical well-being of the learner (Waters, 2011), which itself has an impact on performance. Coaching has been used for improved attainment not only directly; it can impact indirectly when used as a methodology to apply positive psychology research in education (Green et al, 2007), and for the promotion of motivation and goal striving.

The published research studies relate to a range of arrangements for coaching students:

- External coaches
- Internal coaches who are teachers or other staff in the institution
- Internal coaches who are students, with coaching being reciprocal (peer coaching) or one-way (eg students coaching younger students)

External coaches for students

In a study in the West Midlands, UK, a pool of newly-qualified graduates interested in teaching but with no teaching qualification, were trained as academic coaches, learning coaching skills, problem-solving, learning and group behaviour (Passmore & Brown, 2009). Over a three-year period, they coached 16-year-old students using a behavioural goal-focused model. Outcomes for the participating students included enhanced examination performance and increased hope. In addition, the school's performance improved above local and national trends.

Two UK studies report on coaching programmes led by external support agencies working with young people at risk of developing mental health problems, where the young people experienced increased wellbeing and positive emotions (Fredrickson, 2001). In the first study (Robson-Kelly, in preparation), young people in Leicestershire participated in group coaching and positive education programmes (Green et al, 2012) and individual coaching programmes. The programmes were held in community venues outside of the school environment and timetable. The young people found that coaching offered a place where they could develop a range of helpful tools and techniques, and could experience them

through the group or with a coach. They also experienced positive emotions, fun, awe, hope, passion, pride and interest. The study has resulted in a theoretical model that suggests the experience of coaching creates three things – a process, a positive relationship, and a set of skills – where the young person, through growing accountability, awareness and responsibility, develops choice and control over their thoughts, feelings and behaviour. In London (Pritchard, in preparation), young inner-city girls participated in a similar appreciative coaching and positive psychology interventions programme. Three key themes emerged from the analysis: first, the ability to control emotions and reactions; second, increased experience of positive emotions and thoughts; and third, the identification of purpose and meaning to life, leading to an improved perception of quality of life.

Internal coaches who are staff

Several studies have been written about coaching programmes led by staff in Australian schools.

- Solution-focused cognitive behavioural life-coaching for senior high school students was delivered by school counsellors (Campbell & Gardner, 2005), and by teachers trained in coaching techniques (Green et al, 2007). Compared to the wait-list control group, the coached students experienced improved coping skills and resilience, increased well-being, improved cognitive hardiness and hope, and decreased levels of depression. They believed that the improvements in their academic performance resulted from their improved study skills and their use of personal learning goals.

- After being trained in the use of evidence-based coaching (Grant, 2003) models and techniques (cognitive behavioural and solution-focused), teachers coached Year 11 high school students (Green et al, 2013). The students experienced increases in academic goal-striving. They also welcomed their new skills in changing Automatic Negative Thoughts (ANTs) into Performance Enhancing Thoughts (PETs).

- Increases in self-reported levels of engagement and hope were reported (Madden et al, 2011) when a teacher-coach (qualified at Masters level in coaching psychology) coached male primary school students using the strengths assessment Youth Values in Action survey (Park & Peterson, 2006).

Internal coaches who are students

The studies include reciprocal coaching where peers coach one another, and non-reciprocal coaching, for example where an older student coaches a younger student.

Students in secondary school and at university are under considerable stress (Green et al, 2007; Roussis & Wells, 2008), and peer coaching has been shown to reduce stress that could impact on performance. Short et al (2010) describe a reciprocal peer coaching study where university undergraduates coached one another before an examination period, after being trained in the key principles and models of coaching including TGROW (Downey, 2003). The students experienced a greater reduction in stress than those in the control group. Peer coaching has also been shown to work in groups. For example Stelter et al (2011) describe narrative-collaborative group coaching where young sports talents engage in group dialogue

for meaning-making. Results show a significant increase in the level of social recovery (Stelter, 2011: 133*)* and an effect on general well-being.

Coaching is also being used in primary or elementary schools (Briggs & van Nieuwerburgh, 2012). Primary-aged children can learn to give and receive feedback, a key skill in encouraging the coaching skill of reflection. Briggs and van Nieuwerburgh (2010) found that primary school aged children in years 5 and 6 (9-11 year olds) could learn peer coaching skills and could give and receive feedback. When the study was repeated in another primary school (Dorrington & van Nieuwerburgh, 2015) the children spoke about the factors that made them more likely to accept feedback, including the need to feel valued by the person giving feedback.

Peer coaching has increased the incidence of positive behaviour in social settings in children with attention deficit hyperactivity disorder (ADHD). In Plumer and Stoner's (2005) study set in the USA, children with ADHD who had difficulty with peer social relationships took part in a peer tutoring programme to improve their spelling. During the peer tutoring programme the children were actively and positive engaged with their peers in the classroom only, and not in the playground. However, when the programme was complemented by peer coaching to remind the children of their goals and give feedback, improved peer relationships were observed also in social settings during recess and lunch.

Several studies help us learn more about the benefits of educational coaching for the student coach, and two examples are given next. First, Year 12 students who coached Year 11 students after being trained in coaching skills and GROW by the school's educational psychologist, reported that the experience had developed their skills in communication, problem-solving and independent learning, and had improved their confidence in their ability to think and find solutions (van Nieuwerburgh et al, 2012). In a second study (van Nieuwerburgh & Tong, 2013), A-Level students were trained in behavioural coaching techniques, cognitive behavioural techniques and GROW by an occupational psychologist and an educational coach. After coaching GCSE-level students, the student coaches reported improvements in their own study skills, self-confidence, communication skills, relationships and emotional intelligence.

USING EVIDENCE-BASED COACHING APPROACHES

Having surveyed the ways in which coaching can be used in educational settings, it is encouraging to note that there are varied and innovative coaching-related interventions taking place across a wide range of institutions in different parts of the world. It seems that 'coaching in education' is seen as increasingly relevant for learners and educators. To support the field to grow and have an impact on larger numbers of people, we believe that it is important to:

1. Encourage further academic study of the impact and experience of coaching in educational settings. Longitudinal studies are needed within this field, considering the longer term benefits of introducing coaching, coaching-related skills and coaching approaches in educational settings. The studies should explicitly identify

the coaching methodology or approach that was used, and the intention of the coaching.

2. Celebrate what *is* already happening in schools, colleges and universities. One of the best pieces of 'evidence' about the difference that coaching is making in these institutions will be the stories of learners, educators, educational leaders and the organisations through which they flourish. Blogs, videos of good practice, written case studies, conference presentations and magazine articles will help to share good practice, raise the profile of the field and spread enthusiasm.

3. Harness the support of strategic local, regional, national and international partners. Organisations such as the National College for School Leadership (NCSL) in England and Learn Forward in the USA have been champions for coaching in educational settings. More recently, the Australian Institute for Teaching and School Leadership (AITSL), the General Teaching Council for Scotland (2012), have integrated coaching within their leadership development and teacher standards. Pioneering programmes in England such as Teaching Leaders and Future Leaders incorporate coaching as a key leadership skill. It seems to us that for the long-term success of coaching initiatives, both a 'top-down' (coaching promoted and encouraged at local, regional and national level) and a 'bottom-up' (individual schools, colleges and universities using coaching to respond to their own areas of interest) are needed.

4. Make time for coaching. With the various coaching interventions discussed in this chapter, logistical and practical difficulties were often mentioned. The most common challenge is the availability of time. Often educational leaders, educators and support staff feel overstretched. This makes it important to invest time and effort in a purposeful and considered manner. Furthermore, it would be helpful if learners, educators and educational leaders were confident of the 'dividends' of such an investment. It is hoped that this chapter will be supportive in this regard.

5. Work towards coaching cultures in our educational organisations. It has been argued that places of learning are 'the ideal context in which to grow coaching cultures' (van Nieuwerburgh & Passmore, 2012: 153). While a number of staged processes for 'creating a coaching culture' have been proposed (Gormley & van Nieuwerburgh, 2014), we believe that the process for working towards a coaching culture is necessarily more organic and will vary depending on the educational institution. We propose that starting to use coaching through any of the portals of the Global Framework for Coaching in Education will start to generate movement towards a coaching culture. The Global Framework recognizes that every educational organisation is different. Therefore there is no suggestion of a 'correct order' of portals. However, it seems to be important that the coaching interventions are used to address the priorities of the organisation. In other words, coaching should not be introduced as a 'new approach', but rather as a way of enhancing existing processes, supporting learners or educators to improve their performance or as a strategy of implementing important initiatives. It is critically important to note that a coaching culture is *not* a destination—rather the sense of a 'coaching culture' emerges as an organisation and its people work towards it. So, in a sense, it is an ongoing

endeavour—part of the 'way we do things' in our educational institutions. Three key questions can be helpful when setting off on this journey:

- What is the case for a coaching culture? (In other words, what makes it important to work towards such a culture?)
- How can we transfer what is most powerful about coaching conversations into our educational institution?
- What will be different in our organization as we work towards a coaching culture? (van Nieuwerburgh, 2015)

The journey *must* start with the involvement of any many members of the organisation (and its stakeholders) as possible. In other words, everyone should engage with the questions above.

CONCLUSION

In this chapter, we have surveyed a number of ways in which educational organisations can use coaching to get better results for their learners and educators. We have concluded with some ideas to support the ongoing development of coaching in education. Ultimately, coaching initiatives in educational settings are about ensuring positive experiences for both learners and educators. We are primarily interested in the success and wellbeing of learners, while recognizing that the success and wellbeing of educators is essential if we are to deliver the right type of learning environments.

NOTE

[1] We are grateful to students on the Coaching in Education module at the University of East London for developing this definition of mentoring in education.

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