

THE IMPACT OF COACHING PSYCHOLOGY IN SCHOOLS

The impact of coaching psychology in schools as described in Adams (2015).

Coachee	Focus of coaching	Approach(es) applied	Outcomes
Secondary school teacher.	Reducing low-level disruption.	Person-Centred Coaching (a non-judgmental approach to teacher observation). Motivational Interviewing.	Development of concrete, practical strategies that the coachee was committed to implementing. Reduced low-level disruption in the classroom. Enhanced practitioner confidence.
Secondary school teacher.	Improving practitioner performance towards identified performance standards in relation to the quality of teaching and learning.	Solution-Focused Coaching. Self-Determination Theory.	Enhanced performance (as corroborated by a third-party observer). Behavioural changes related to the specific performance area. Enhanced commitment to the use of a particular teaching strategy, and greater quality in the use of the strategy. Improved student engagement and learning during the lesson. Greater self-awareness about barriers to change. Improved confidence and self-belief as reported by the coachee.

Coachee	Focus of coaching	Approach(es) applied	Outcomes
Secondary school senior leader.	Leadership and management skills (securing the co-operation and engagement of team members).	Solution-Focused Coaching. Self-Efficacy Theory.	Self-reported positive impact on performance, development and wellbeing. Enhanced confidence, as reported by third party commissioner. Increase in the number of on-time submissions to the exam board (prior to coaching = 0; after coaching = 20).
Primary school teacher.	Addressing anxiety re public speaking.	Cognitive-Behavioural Coaching.	Reduced anxiety in public speaking situations. Self-reported positive impact on performance, development and wellbeing.
Primary school SENCo.	Supporting transition to new role (managing both practical and emotional demands).	Cognitive-Behavioural Coaching Solution-Focused Coaching	Professional development for the practitioner re how to effectively provide support to others. Enhanced practitioner confidence and wellbeing.
Early years team.	Providing for a number of children with complex Special Educational Needs (SEN).	Systematic problem-solving.	Development of a new special provision, described as a “calm and purposeful learning environment” where “children make good progress” (Ofsted, 2011, p. 10).
Early years team.	Developing working practices for supporting children with SEN.	Solution-Focused Coaching.	Participants were able to describe practical changes they would make to their practice. Helping new members of the team to develop familiarity with the team's vision, approach and ethos.
Primary school team.	Developing individual and collective resilience.	Cognitive-Behavioural Coaching principles in a training context.	Practitioners equipped with strategies to respond to change, challenge and adversity. Self-reported impact on stress and coping style.

Considerations regarding the above evidence

While a number of positive outcomes are reported in the above table, and in some cases the improvement is corroborated by a third-party, there are a number of reasons why caution is necessary when interpreting the above evidence. Firstly, the table refers to a small number of case studies; secondly, the case studies were all reported by the coach carrying out the work; thirdly, there were no control groups in any of these studies; and, finally, there has been no longitudinal study of the impact of coaching over time. Therefore, before more reliable conclusions about the impact of coaching psychology in schools can be drawn, future research is required which is carried out, for example: (i) with larger sample sizes; (ii) by independent researchers; (iii) with comparison groups (e.g. those who have not received coaching as an intervention); and (iv) with follow-up measures of impact over time. Nonetheless, the indications are encouraging regarding the potential contribution that coaching psychology can make to education.

References and further reading

Person-Centred Coaching

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Motivational Interviewing

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Self-Determination Theory

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Solution-Focused Coaching

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Self-Efficacy Theory

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- Maddux, J. (2005). Self-efficacy: The power of believing you can. In C. Snyder & S. Lopez (Eds), *Handbook of Positive Psychology*. New York: Oxford University Press.

Cognitive-Behavioural Coaching

- Neenan, M. & Palmer, S. (Eds) (2012), *Cognitive Behavioural Coaching in Practice: An Evidence Based Approach*. Hove: Routledge.

Systematic Problem-Solving

- Palmer, S. (2007). PRACTICE: A model suitable for coaching, counselling, psychotherapy and stress management. *The Coaching Psychologist*, 3 (2): 71-77.
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Coaching Psychology in Schools

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