

The benefits of using a coaching approach in schools

T&L COMMITTEE FEBRUARY 2024 – EMANUEL SCHOOL

Outline

What

- What is the difference between mentoring and coaching?
- Defining coaching

Why

- What are the benefits to coaching?
- Why coaching could benefit students at Emanuel

How

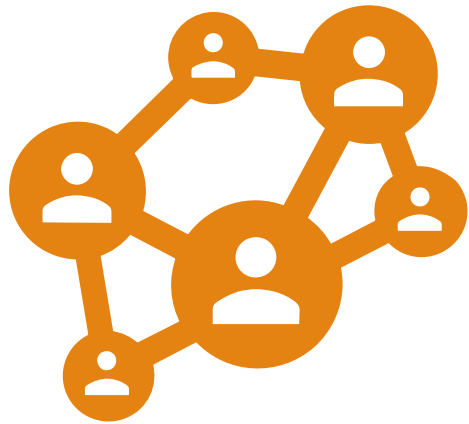
- Effective listening
- GROW model

When

- Form tutor/HoY
- Colleagues



What is coaching?



What is the
difference between
coaching and
mentoring?



Mentoring Vs Coaching

- Mentoring involves veteran teachers providing support, encouragement, counseling, and guidance to less-experienced teachers (Anderson & Shannon, 1988)
- Mentoring has typically been on technical and emotional supports as well as guidance about local school culture and available resources. (Saha and Dworkin, 2009)

- Learning through one-to-one conversations that facilitates development for individuals (Page and De Haan, 2014).
- It is an empowering process that aims to draw out solutions through effective listening, asking powerful questions and using feedback so that people take ownership (Canfield and Chee, 2013).



Coaching

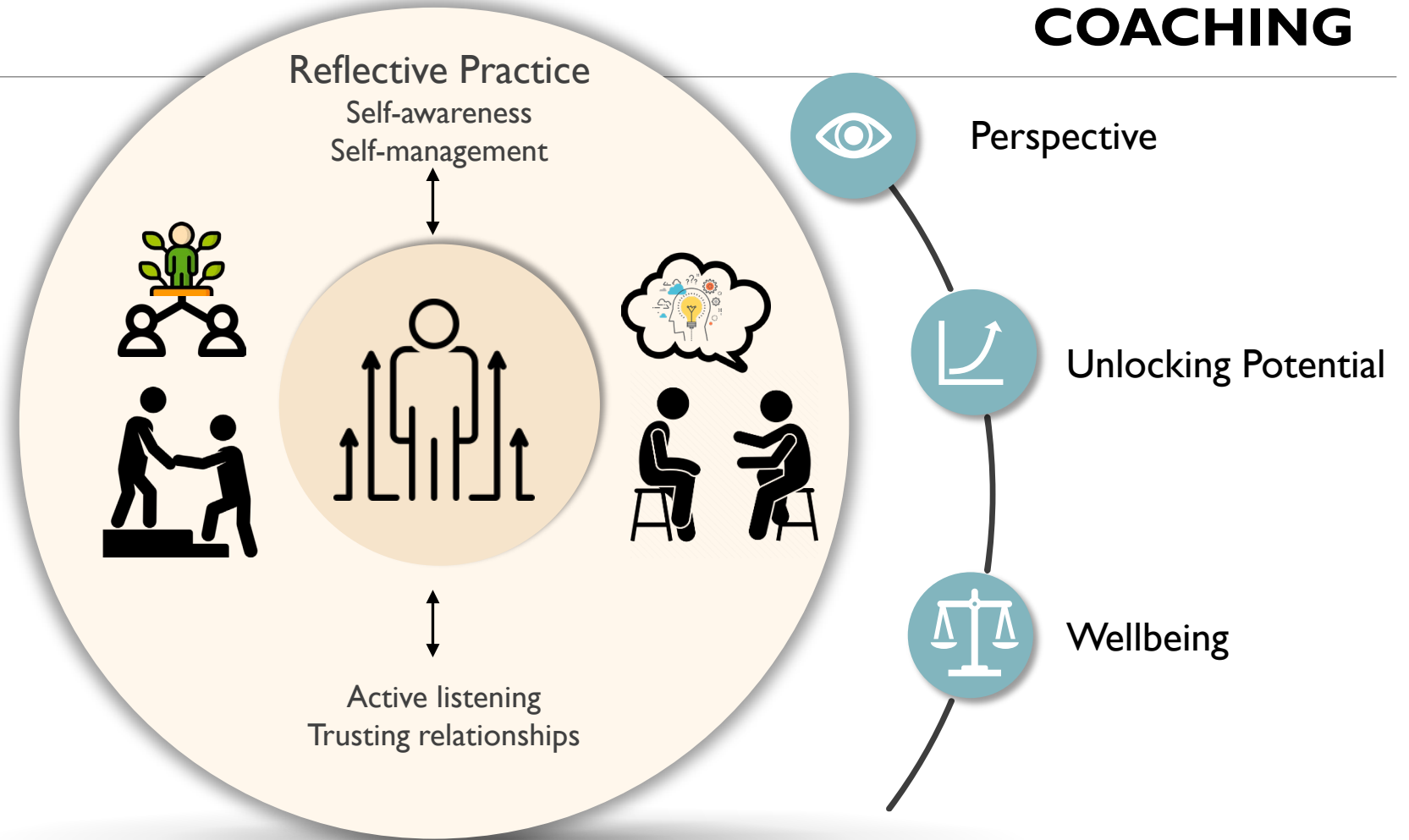
- **One-to-one learning relationship**, aimed at unlocking one's potential, and developing oneself, to optimise competency and performance (Ives, 2008; Wisker et al., 2008).
- Focus on exploring **intrapersonal knowledge and inner dialogue, looking inward to flourish outwardly.**
- Facilitative coaches work to **draw out learners' thinking and reflection through listening and strategic questioning** (van Nieuwerburgh et al., 2020), enabling learners to identify their own learning, making links between their thinking, behaviour and outcomes.
- Goal and solution oriented, in a non-directional manner, increasing positivity, realism and flexibility (Ellam-Dyson & Palmer, 2010).



**Why
coaching?**

The Principles of Coaching

COACHING





Self-improvement

Self-development

Self-management

Emotional
Intelligence

Self-awareness

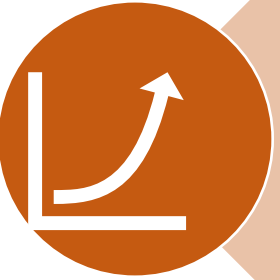
Reflective Practice

- Reflective Practice is the **ability to reflect on one's actions, to engage in a process of continuous learning.**
- **Experiential learning** is where learning is seen as the “process whereby knowledge is created through the transformation of experience” (Kolb, 1984, p.38).
- Coaching ask the individual to be **conscious learners**, to use the knowledge and learning to enhance understanding, behaviour and performance.
- Reflective Practice in coaching works to enhance one's **self-awareness and self-management, enhancing emotional intelligence, improving emotion and behaviour regulation.**
- Individuals stand to gain both personal and professional development from reflective practice and supporting research argues that **if one is to foster capacity in others, then they must be willing to first work on their own self-development.**



Perspective

- » To grow professionally and develop into sustainably we need to know how to **stop, think, reflect, and transform our outlook and behaviour** to achieve optimal performance and reach our goals.
- » Coaching encourages us to do this, through open-ended questioning, asking us to **examine our values, beliefs, assumptions, expectations, dysfunctional dispositions, fears, strengths, weaknesses, successes and failures** (Goleman, 2000; Nelson & Hogan, 2009). This in turn, strengthens self-awareness, self-management, and self-understanding, allowing one to **apply new learning to practice, resulting in impactful behaviour change**.



Unlocking Potential

- » Individuals who have engaged in coaching are more **inclined to use coaching strategies**, such as active listening, inquiry, facilitation and will **empower others and afford them opportunities for development** (Bloom & Krovetz, 2009).
- » Coaching is a key aspect of professional development that **promotes distributed leadership, networking and collaboration** (Clarkin-Phillips, 2007) and result in a more **positive organisational climate and performance** (Goleman, 2000).



Wellbeing

- » Helps you build sustainability in the job by **staying healthy and well** (Leadership Unwrapped, 2022).
- » **Easing the mind, and channeling all that occupies it into healthier more productive practices** so that prime professional development and sustainability can be achieved.
- » Coaching can help individuals to explore how to resolve issues that may be occupying their minds.
- » Many organisations today are looking to coaching to support this and enhance staff wellbeing (Ellinger, Ellinger & Keller, 2003).



Feedback from the wellbeing survey round 1

Sixth form

- Find the academic pressure very stressful

Middle school

- Worried about upcoming tests, managing homework deadlines.

Lower school

- Struggling with quantity of homework and frequency of tests.



Benefits of coaching

- ✓ **Increased self-awareness and self-understanding**
- ✓ **Improving interpersonal communication and behaviour**
- ✓ **Increased confidence**
- ✓ **Better work/life balance**
- ✓ **Higher job satisfaction**
- ✓ **Improved performance and aid with the implementation of new practices**
- ✓ **Helps with managing role/career change**

(O’Riordan, 2008; Knight, 2009).

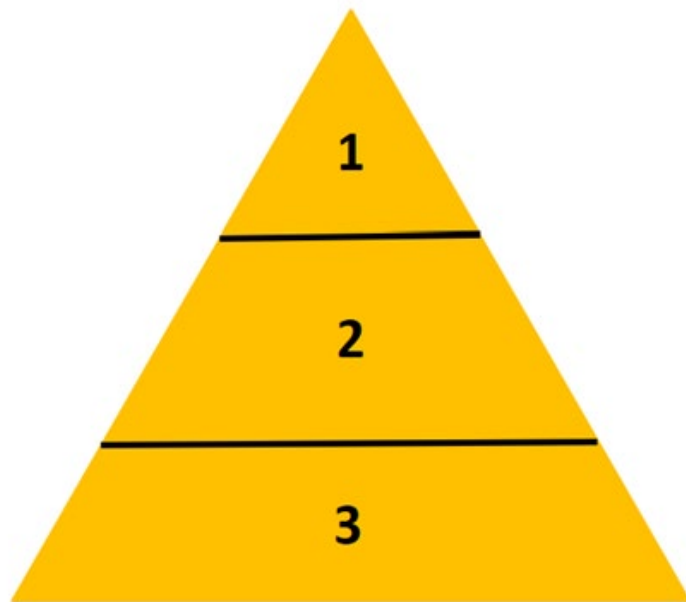


How?

Listening

Questioning

The Three Levels of Listening



Level 1: your own inner dialogue (helpful / unhelpful)

Selective listening

Level 2: the facts, words, the 'story' of what someone is saying

Attentive listening

Level 3: deeper, implicit meaning of what someone is saying; body language, inflections and tone of voice, pauses and hesitations

Empathetic listening

What can you learn from your colleague's account of their half term?

LEVEL 2 LISTENING (ATTENTIVE)

Weekend – friends, theatre

Monday – Y8 and Y9 marking

Tuesday – boiler

Wednesday – re-writing a Y7 SoW

Thursday – re-writing a Y7 SoW

Friday – cleaning, coffee and a walk

Weekend – admin, emails, prepping for the week

LEVEL 3 LISTENING (EMPATHETIC)

Change in voice when talking about relaxing activities

Stress of home life / burden of responsibilities - "it's fine"

Perfectionist tendencies - "get it right"

Anxiety about the working week – lots of listing of activities

The Power of Listening, William Ury



Questioning

Open-ended

Non-judgemental

Language mirroring

Intentional

Progressive



Goal

Connect to the energy of an inspiring goal to increase self-motivation and commitment.

Ask: **"What do you (really) want?"**

Tip: Partnership (not "pulling" / "pushing")

Reality

Explore current situation and inner thoughts to generate greater clarity and self-awareness.

Ask: **"Where are you now?"**

Tip: Curiosity (no blame)

Options

List and sort all the possibilities and strengths to increase creativity, choice and self-belief.

Ask: **"What could you do?"**

Tip: Brainstorming (not advising)

Will

Define actions, set accountability and feedback to create the conditions for continuous learning.

Ask: **"What will you do?"**

Tip: Checking in (not checking up)



G.R.O.W

Coaching for Performance (1992), Sir John Whitmore

Goal

Reality

Options

Will / What next?



Goal

- What would you like to achieve?
- Will that be of real value to you?
- What would you like to be different when you leave this session?
- What would you like to happen that is not happening now, or what would you like not to happen that is happening now?
- What outcome would you like from this session/discussion/interaction?



Reality

- What is happening now?
- How do you know that this is accurate?
- How often does it happen?
- What effect does this have?
- What other factors are relevant?
- What is your perception of the situation?
- What have you tried so far?
- What are the major constraints to finding a way forward?



Options

- What could you do to change the situation?
- What alternatives are there to that approach?
- Who might be able to help?
- Would you like suggestions from me?
- Which options do you like the most?
- What are the benefits and pitfalls of these options?
- Which options are of interest to you?



Will / What next?

- What will you do?
- What are the next steps?
- Will that action achieve your goal?
- What obstacles might you meet and how will you overcome them?
- On a scale from 1-10, how certain are you that you will do this?
- What support do you need?
- How and when will you enlist that support?



**When can we
use coaching?**



Conversations post PPR or tutee check in meetings

1. What's working for you at the moment?
2. What are you worried about?
3. What needs to happen next? (When? How? and by you?)
4. What small action or step are you going to take to address this?
5. What support do you need?

Coaching colleagues



Colleagues struggling with an area of practice



Colleagues in department looking for the next challenge



Peer to peer coaching



Empathetic listening: listening to what a colleague is really saying



Celebrating success: unpicking why it happened



Coaching yourself!