

Coaching in Education

Overview of Research and Resources

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What we hope you will take away

- A helpful compilation of research and resources on coaching in education
- Headlines and examples of what we know about coaching in education, based on the Global Framework for Coaching and Mentoring in Education
- Things to think about

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**Resources for Coaching in Education:
Useful Research and References**

Margaret Barr and Christian van Meuseburgh have compiled this list of resources with hyperlinks to abstracts and summaries in publishers' websites.

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Disclaimer

Although the papers are not in content across the globe, only English-language papers have been included.

- We have included papers where the authors have used the term 'coaching'. Because there is no single agreed definition of 'coaching', it is likely that papers are located on a range of websites and covering a wide range of coaching and coaching-related topics.
- This compilation is offered as a guide to the wider world of research in coaching and coaching-related topics, and about coaching models and approaches, eg (ACTW, GROWTH, solution-focused coaching etc). It includes resources specific to education only, and does not include other more general coaching publications.

Referencing this resource (example in APA style 7th edition):
Barr, M. & van Meuseburgh, C. (Eds.) (2021). *Resources for coaching in education: Useful research and references*. Growth Coaching International. Retrieved from <https://bit.ly/Resources-for-Coaching-in-Education>

Resources for coaching in education: Useful research and references
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<https://bit.ly/ResourcesforCoachingInEducation>
(above link is version updated 1 July 2022, after original link was corrupted)

- All sectors of education
- At end March 2021 – 462 articles (both peer-reviewed and not), 78 books, 26 chapters, 38 reports/other, 20 websites/blogs/podcasts,
- Research studies – mostly qualitative
- Practical guides
- CollectivED working papers - practice insight papers, think pieces
- English language
- Coaching in education only – various interpretations of ‘coaching’
- Invitation to contribute

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“Evidence-based practice is most helpful when understood as ... a context for learning and discovery, rather than justification.” (1)

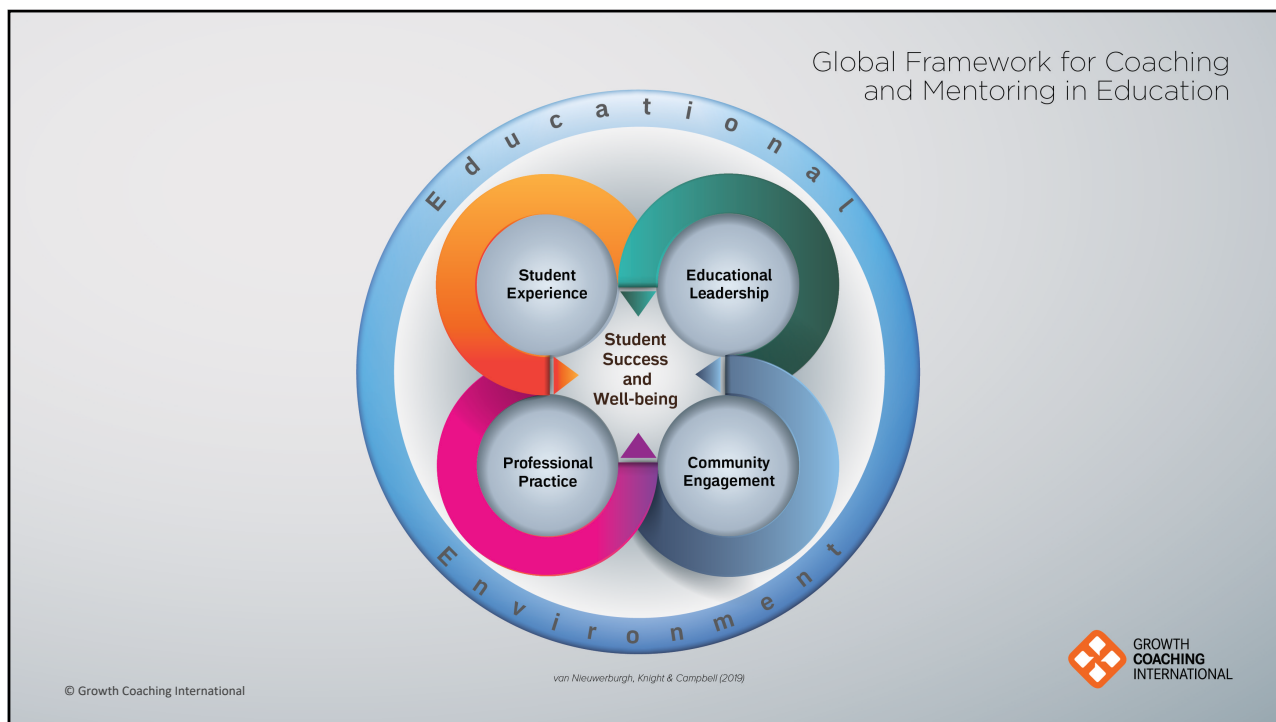
“When we conceptualise research as concerned *primarily* with justification and accountability, we can lose sight of other roles that it can play in helping us learn and grow in a climate of discovery.” (2)

(1) Corrie, S. (2013, December). Developing coaching psychology as an evidence-based discipline: Challenges, opportunities and seeking new horizons. Presentation at 4th European Coaching Psychology Conference in Edinburgh. London: Special Group in Coaching Psychology.

(2) Corrie, S. (2021) Developing coaching through research. In M. Watts & I. Florance, *Emerging conversations in coaching and coaching psychology* (p. 57). Routledge.



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- Leaders being coached
- Leaders learning to coach, then coaching others

Coaching can improve retention, for example by supporting wellbeing

Recent examples:
 Aspiring school principals in Australia who received coaching as part of a leadership development programme experienced an increase in psychological safety, positive emotions and clarity about what was important to them. (van Nieuwerburgh et al., 2020)

Headteachers in England who had coaching were better able to manage complex demands. Their feelings of isolation reduced and they experienced a positive impact on their self-belief and confidence. (Lofthouse & Whiteside, 2020)

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- Leaders being coached
- Leaders learning to coach, then coaching others

Coaching enhances other interventions

Examples:

School principals in a USA study who received feedback and coaching were more likely to change their professional behaviour than those who were given feedback alone
(Goff et al, 2014)

If a staff training event is followed by coaching, the implementation rate is much higher, than if people are just left to get on with it.

(Cornett & Knight, 2008, Knight & van Nieuwerbergh, 2012)

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- Coaching for professional practice
- Instructional coaching
- Peer coaching

Coaching enhances other interventions

Examples:


“Learning to be a coach or mentor is one of the most effective ways of enabling teachers and leaders to become good and excellent practitioners”
(Centre for the Use of Research and Evidence in Education, 2005)

Teachers who received developmental coaching drawing on theories of leadership experienced increased goal attainment, reduced stress and enhanced workplace wellbeing and resilience.
(Grant, Green and Rynsaardt, 2010)

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- Coaching for professional practice
- Instructional coaching
- Peer coaching


Peer coaching

Coaching can be a helpful means of providing peer support among educators.


(Charteris & Smardon, 2014; Jordan-Daus & Austin, 2021; Hooker, 2014; Lofthouse & Hall, 2014)

Peer coaching is more effective when the peer coaches have engaged with coaching training.

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- Coaching for professional practice
- Instructional coaching
- Peer coaching

Instructional coaching
(for European audiences - “instruction” is teaching practice, pedagogy)


Variety of papers about instructional coaching, mainly from USA.

Extensive range of excellent papers and resources from Dr Jim Knight, Instructional Coaching Group, University of Kansas – generously shared over 20 years. Available on the Instructional Coaching Group website: <https://www.instructionalcoaching.com/research/>

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Professional Practice

- Coaching for professional practice
- Instructional coaching
- Peer coaching


Instructional coaching – meta-analysis of a range of studies of instructional coaching

Some key findings were:


1. Pairing coaching with group trainings gave larger effect sizes on both instruction and student achievement.
2. Pairing coaching with instructional resources and materials is associated with greater gains.
3. The quality and focus of coaching may be more important than the actual number of contact hours.

(Kraft, Blazar & Hogan, 2018).

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Student Experience

- External coaches
- Internal coaches – trained school staff
- Internal coaches – students coaching students

Coaching can impact wellbeing and academic achievement


Examples:

A longitudinal study of school students being coached showed positive results in wellbeing and academic achievement. (Passmore & Brown, 2009)

Strengths-based coaching supported the wellbeing of primary students. (Madden, Green & Grant, 2011)

Coaching built hardiness and hope in senior high school students. (Green, Grant & Rynsaardt, 2007)

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Student Experience

- External coaches
- Internal coaches – trained school staff
- Internal coaches – students coaching students

Students coaching students – benefits for coach as well as coachee

Example:

Student coaches were trained to coach near-peers. The project showed benefits for the student coaches (improved emotional intelligence, communication skills) as well as for the coaches. (van Nieuwerburgh & Tong, 2013)

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Community Engagement

- Parents trained to coach their children
- Parents being coached by teachers and others
- Members of the community

- **Not a lot of published research in this area**
- **Huge potential for using coaching to strengthen relationships in the broader school community.**

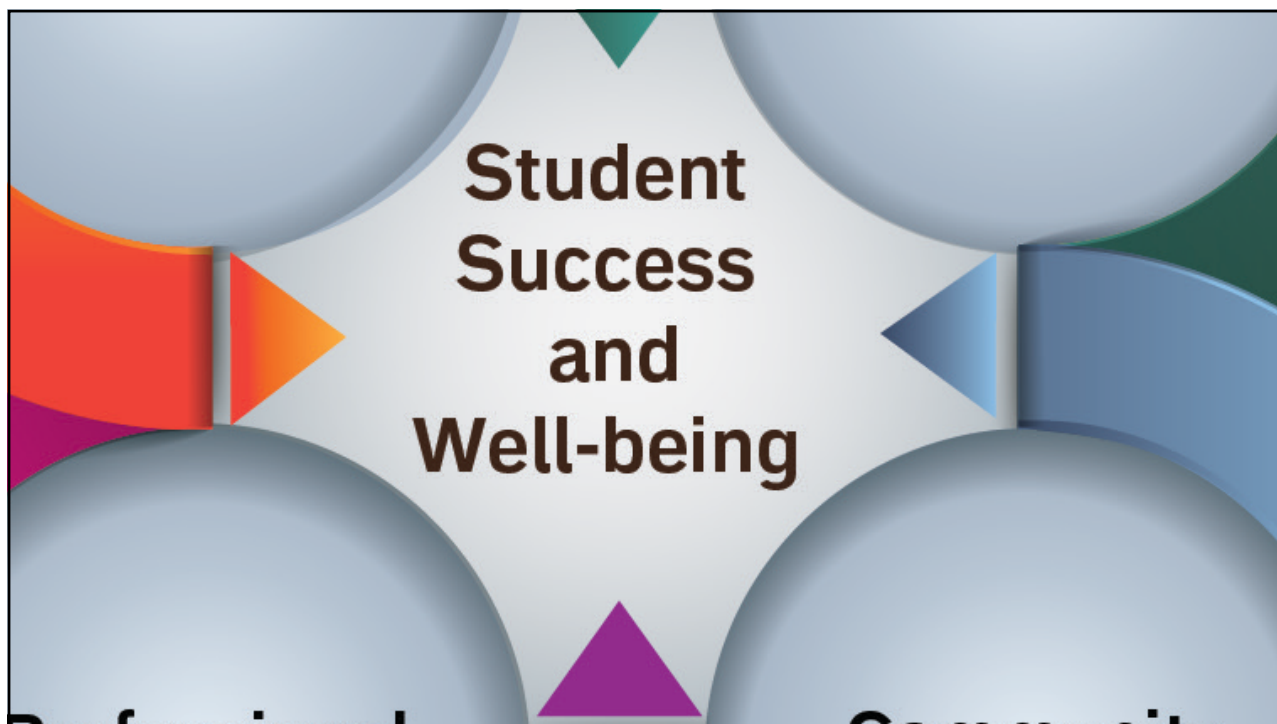
Example:

Parents who were coached to address anxieties about their child's transition to primary school, and who used coaching with their children, reported reduced stress, increased empowerment and improved confidence about the transition. (Graham, 2013)

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What next?

- What interests you?
- What do you want to know? How could you proceed?
- Ethical practice
- Practitioner inquiry
- Collaboration
- Dissemination

- Coaching in Education Research Network (LinkedIn)
- International Coaching and Mentoring in Education Research Network

- What one small step will you take within the next 24 hours?

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