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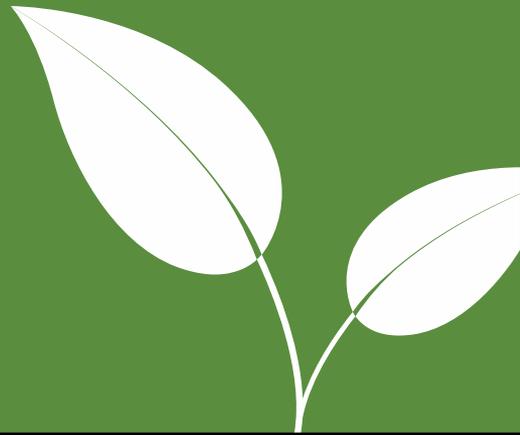
Coaching & Possibilities for
Educational Psychology Practice:

*What Can EPs Bring to Coaching,
and Vice Versa?*

UCL Leading Edge Day 2018

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For starters:

Handout:

www.adamspsychologyservices.co.uk/resources.html

Twitter:

@AdamsPsychology



Objectives

- To set a context for the day.
- To clarify what coaching is in terms of spirit, purpose, nature, and domains of application.
- To clarify what coaching psychology is.
- To explore some similarities and differences between coaching and consultation.
- To consider what Educational Psychologists can bring to the practice of coaching in schools, and what coaching can bring to Educational Psychology practice.



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The Big Picture

- Why coaching?
- What is coaching?
- What is coaching psychology?
- What are some similarities and differences between coaching and consultation?
- What can EPs bring to coaching?
- What can coaching bring to EP practice?
- Possible next steps (if you're interested).

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A few ground rules...

1. Let's respect each others' needs.
2. Welcome and embrace different opinions/perspectives.
3. Listen to each other; only one voice at a time.
4. Let's come back after talk-breaks *quickly*.
5. Phones on silent, please.

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Why coaching? A Short Story...



- Meet "David".
- A competent practitioner and skilled subject leader.
- Has joined from another school.
- In coaching: Values, views about education, practical planning.
- Round 2: Review, next steps.

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Why coaching? A Short Story...



"David" in January

- Frustrated and angry about school systems and policies.
- Contemplating leaving the school.

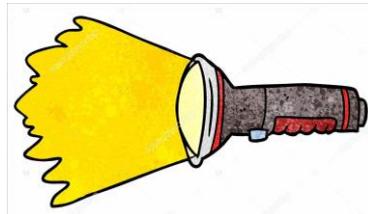
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Why coaching? A Short Story...

This is terrible, I can't stand it!

It shouldn't be this way!



"I'm just noticing that you said you had the thoughts..."

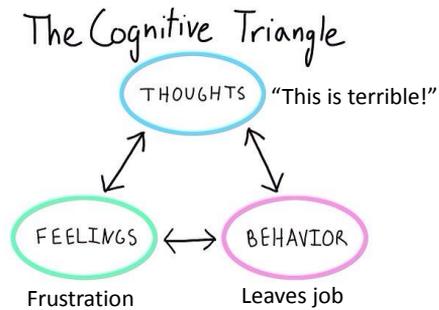
"When you have those thoughts, how do you feel?"



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Why coaching? A Short Story...



"David" notices some patterns in his thinking and behaviour (he has left previous jobs in this way).

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Why coaching? A Short Story...



"I wonder if you'd be interested in experimenting with some alternative ways of thinking...?"

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Why coaching? A Short Story...



“David” decides to try to adapt and experiment with more flexible thinking and other behavioural strategies.

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Why coaching? A Short Story...

In July:

- David is still at the school.
- He’s experienced some positive changes.

“The changes in attitude gained from coaching have had a positive impact on my performance... The sessions have provided me with strategies that I can use in other areas of life or in future. Thank-you.”

“David” in July

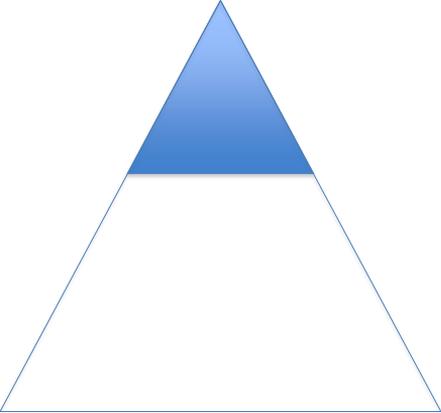
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Who do we often benefit?

A small number of children and young people with the most severe needs?

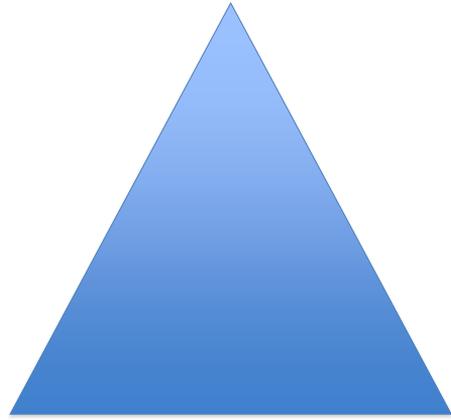


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Who do the gains from coaching benefit?

Potentially, a much broader range of beneficiaries.



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So, “Why Coaching?”

1. A clear application of psychology with the aim of helping others to achieve positive change.
2. Gains from coaching potentially impact on a much broader range of beneficiaries.

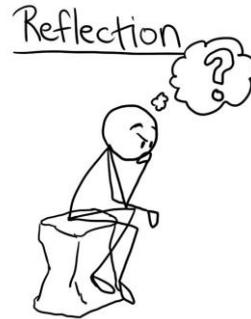
But what is it?

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What is coaching?

- On a scale from 0-10, how would you rate your own familiarity with coaching?
- Why have you given the rating you have, not a lower rating? What, if any, coaching work have you carried/do you carry out?
- Either from your own experience, or using the case study (Adams, 2016), how can you describe coaching as a way of working?
 - Consider, e.g: The **purpose** or **aims** of the engagement, the **spirit** of the engagement, the **skills** applied.



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Definitions of coaching

“Coaching is a collaborative, solution-focused, results-oriented and systematic process in which the coach facilitates the enhancement of work performance, life experience, self-directed learning and personal growth of the coachee”.

Association for Coaching (2015)

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Definitions of coaching

“Coaching is the art of facilitating the performance, learning and development of another.”

Downey (2003)

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Definitions of coaching

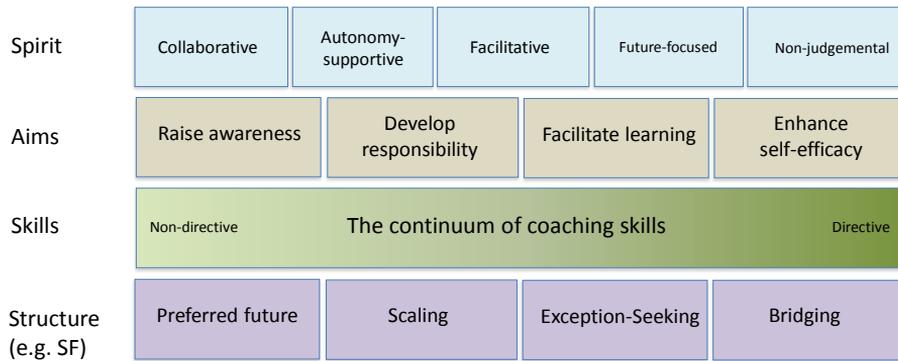
“The purpose of coaching is to enable the person being coached to identify what it is they want to do, what is happening now, and the options they have that will bring them closer to their goal.”

Solomons (2017)

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The spirit, aims, skills and structure of coaching



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What is coaching psychology?

In coaching psychology, established psychological principles and methods are applied in the context of coaching in order to support the performance, development and wellbeing of individuals & teams.

Palmer & Whybrow, 2007

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How can coaching be applied in education?



Adapted from van Nieuwerburgh, Campbell & Knight, 2015

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Applications

If you have experience of using/providing coaching, for what purpose have you used it?



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Some applications

- Coaching with **young people**, either individually or in groups.
- Supporting **classroom teachers** to develop e.g. behaviour management skills, skills for supporting teaching and learning.
- **Termly coaching for staff/leaders** to support performance, development and wellbeing.
- **Specific short-term coaching engagements** to address needs in relation to aspects of performance, development and wellbeing.
- **Training staff in coaching skills and principles** to develop their coaching proficiency and/or enhance the quality of their interactions.
- **Training young people in coaching skills** so they can provide support to each other and/or enhance the quality of their interactions.

See <http://www.adamspsychologyservices.co.uk/resources.html>

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Coaching and consultation

- What are some of the similarities and differences between **coaching** and **consultation**?



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Coaching and Consultation

- Not presenting this as definitive.
- My understanding continues to evolve.

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Some similarities

Spirit	Collaborative	Autonomy-supportive	Facilitative	Future-focused	Non-judgemental
Aims	Raise awareness	Develop responsibility	Facilitate learning	Enhance self-efficacy	
Skills	The continuum of skills				
	Non-directive				Directive
Structure (e.g. SF)	Preferred future	Scaling	Exception-Seeking	Bridging	

So what's the difference?

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Process and content



Your **PROCESS** tools:

- Structures to guide conversations
- Skills of listening, questioning, drawing attention, generating options, action-planning etc.

Your **CONTENT** knowledge:

- Specific information, ideas or strategies that you know of.

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Coaching or consultation?

How can we (teacher, parent and EP) help this child make progress with: (i) reading; (ii) emotional management?

Focus of the engagement	A child, and/or a systemic issue in the school
Draw upon 'content'?	Yes, and there is an expectation of this.
Content drawn upon	Psychology of reading. Reading interventions. Emotional intelligence and strategies to support this.

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Coaching or consultation?

How can I help this teacher to improve her maths teaching (when I know nothing about maths teaching)?

Focus of the engagement	The person's performance/teaching strategies
Draw upon 'content'?	Not necessarily
Content drawn upon	<u>Possibly</u> general instructional psychology, but not essential.

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Coaching or consultation?

How can I support this Senior Leader to feel more confident about holding others to account?

Focus of the engagement	The person's performance, development and wellbeing.
Draw upon 'content'?	Possibly, if I have experience of that particular skill area. However, not necessarily.
Content drawn upon	Leadership/management strategies (if known). Self-Efficacy and factors influencing it.

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Coaching or consultation?

How can I support this primary school teacher to deal with their anxiety about speaking in public (to groups of adults)?

Focus of the engagement	The person's performance, development and wellbeing.
Draw upon 'content'?	Possibly, if I have experience of that particular skill area. However, not necessarily.
Content drawn upon	Cognitive-Behavioural Psychology (how self-limiting thoughts can influence feelings and behaviour and vice versa). Techniques for managing stress/reducing anxiety.

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Some comparisons/differences in the examples discussed

	Consultation	Coaching
What is the focus of the engagement?	e.g. A child or a systemic issue in a school.	The person's performance, development and/or wellbeing.
Does the helper bring expertise about the person's role or focus area?	More likely.	Not necessarily. However, the coach <u>may</u> bring 'expertise' in personal development.
To what extent does the helper draw upon their own knowledge/ideas/expertise?	There is more likely to be a need for the helper to do this, or an expectation that they will.	There is no requirement for the coach to bring specific suggestions to the conversation. However, this <u>may</u> be part of the conversation.
What knowledge/ideas, if any, might be drawn upon?	For example: Specific intervention approaches; research evidence re 'what works' in relation to particular developmental areas.	For example: Knowledge of common self-limiting beliefs; lists of values; techniques for managing stress or enhancing wellbeing.

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What can EPs bring to coaching?



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What can EPs bring to coaching?

NB: These are not exclusive to EPs, and cannot be assumed to be present in to the same degree in ALL EPs.

- Existing skills and competences (e.g. core skills).
- Evidence-informed psychological approaches (e.g. SF, CBC, MI, ACT).
- Understanding of what contributes to effectiveness in helping relationships.
- More conscious awareness of ethics/ethical issues.
- Research skills.
- Rigour.
- Learning/knowledge about how coaching can be used in educational settings to contribute to society.

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What can coaching bring to EPs?

Direct applications of coaching in EP practice

- Developing inclusive practices in schools
- Peer support in an EPS
- Support for ELSAs
- Supporting adult learning and development/CPD
- Coaching for parents

Coaching skills, models and principles informing other practices, and vice versa, for example:

- Video Interactive Guidance
- Mediated Learning Experiences
- Consultation

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What can coaching bring to EPs?

- Way of working that can make a positive difference to our clients.
- Another service that may meet a need for our clients.
- Professional satisfaction.
- Professional development.
- An opportunity to contribute to something larger – the development of coaching as an applied practice in education, and the development of the discipline as a whole.
- **Less paperwork!**

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SGCP Membership?

Special Group for
Coaching Psychology
(www.sgcp.org.uk)



Membership costs £12 per year

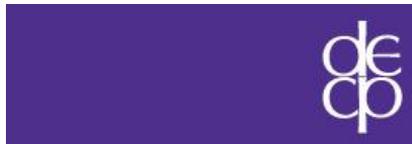
- The Coaching Psychologist
- International Coaching Psychology Review

See website for other benefits.

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DECP Survey



Do you have views about whether the DECP should form an interest group/working party to support EPs who are interested in coaching psychology?

COMPLETE THE SHORT SURVEY

<https://goo.gl/cQC2aW>

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Further reading

- A list of references from today can be freely downloaded from the APS website resources page, including signposting to further research.



<http://www.adamspsychologyservices.co.uk/resources.html>

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Thanks very much!

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