Exploring the relationship between context, process and outcome factors associated with a Solution Focused Coaching Programme for school staff.

Natasha Louise Ellis

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Abbreviations	Definitions
SF	Solution Focused
SFA	Solution Focused Approach
SFCP	Solution Focused Coaching Programme
EP	Educational Psychologist
AT	Advisory Teacher
WOWW	Working on what works
SLT	Senior Leadership Team
HT	Head Teacher
SDT	Self determination theory
TTM	Transtheoretical Model

Paper 1 Abstract

The use of coaching programmes is on the increase, including within the field of education. However critics have raised concerns regarding the limited research base concerning their use and the fact many models do not appear to be underpinned by a theoretical basis. One psychological approach to coaching used within the education sector are Solution Focused Approaches, with psychologists including Educational Psychologists taking on the role of 'executive' coaches. This paper explores the experiences of school staff and executive coaches involved in one such Solution Focused coaching programme delivered within schools. The paper focuses on exploring the impact of and relationship between contextual, process and outcome factors. Key findings included the fact school staff were not always clear about the aims and purpose of the coaching, that factors such as relationship building and increasing coachees' sense of ownership were central processes within sessions and that measuring the outcomes of the coaching presented a range of challenges. Within the paper the findings are explore in relation to psychological perspectives including Self-determination theory.

Paper 2 Abstract

Following the increased popularity and use of coaching approaches, including within the education sector there is evidence that training courses are being marketed to school staff wishing to implement peer coaching programmes 'in-house'. Educational Psychologists (EPs) are one group of professionals involved in the delivery of such training and in supporting school staff in implementing coaching following training. This paper focused on exploring the experiences of school staff involved in a Solution Focused peer coaching programme, following training from EPs. Particular focus was placed on exploring the impact of and relationship between contextual, process and outcome factors. Key findings included evidence of potential challenges related to schools not commissioning follow up sessions after training and a perception that the peer coaching had resulted in improvements in OFSTED ratings. Implications for practice include the importance of EPs drawing on and sharing research literature regarding factors which may promote or inhibit changing practice and EPs supporting staff in developing outcome measures which can sit within a SF framework.