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

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I certify that all material in the thesis which is not my own work has been identified and that no material has previously been submitted and approved for the award of a degree by this or any other university.

Signed: .................................. Date: ...............................
Contents

Paper 1

Abstract ............................................................................................................................................... 15

Chapter 1 - Introduction and Literature Review ............................................................................. 16
  1.1 Introduction ............................................................................................................................... 16
  1.2 Literature Review ...................................................................................................................... 16
    1.2.1 Coaching: A Definition? ...................................................................................................... 17
    1.2.2 Solution Focused Approaches ............................................................................................ 19
    1.2.3 Solution Focused Coaching Frameworks ............................................................................ 21
    1.2.4 Solution Focused Coaching Approaches - the research literature ..................................... 22
  1.3 Summary and Research Questions ............................................................................................. 24

Chapter 2 - Design and Methodology ............................................................................................. 26
  2.1 Methodology ............................................................................................................................. 26
    2.1.1 Procedure ............................................................................................................................ 28
  2.2. Participants and Sampling ......................................................................................................... 28
  2.2 Measures and Procedures .......................................................................................................... 29
    2.2.1 Semi-structured interviews ................................................................................................. 29
    2.2.2 Field notes ........................................................................................................................... 29
    2.2.3 Video data .......................................................................................................................... 30
    2.2.4 Questionnaire data ............................................................................................................. 30
    2.2.4 Ethical Considerations ........................................................................................................ 31
  2.3 Data analysis ............................................................................................................................... 31
Chapter 3 - Results & Analysis ................................................................. 33

3.1 Results: Section A ................................................................................ 33

3.2 Results: Section B ................................................................................ 35

3.3 Results: Section C ................................................................................ 39

3.4 Results: Section D ................................................................................ 41

Chapter 4 - Discussion ........................................................................... 43

4.1 Research question 1: What are the impacts of contextual factors on the SFCP? ........................................................................................................ 43

4.1.1 Consumer demands-applying the model in schools ..................... 45

4.2 Research question 2: What are the processes involved in the SFCP? .... 46

4.2.1 Expertise, efficacy, competence and autonomy ......................... 46

4.2.2 Ownership ....................................................................................... 48

4.2.3 Relationships .................................................................................... 48

4.3 Research question 3: What are the outcomes associated with the SFCP? ........................................................................................................ 49

4.3.1 Difficulty assessing outcomes .......................................................... 49

4.3.2 Wellbeing and enjoyment ................................................................. 50

4.3.3 Ongoing use of SFAs ....................................................................... 51

4.4 Research question 4: What are the relationships between the contextual, process and outcome factors associated with a SFCP? ............. 52

4.4.1 Limitations and suggestions for future research ......................... 54

Paper two

Abstract ................................................................................................. 57
Chapter 5 - Introduction and literature review .................................................. 58
  5.1 Introduction.................................................................................................. 58
  5.2 Literature Review ....................................................................................... 58
    5.2.1 Peer coaching within the education sector ....................................... 60
    5.2.2 Theory based peer coaching ............................................................. 61
    5.2.3 What are the outcomes associated with peer coaching programmes? .......................................................... 63
  5.3 Summary and Research Questions ......................................................... 66

Chapter 6 - Design and Methodology ............................................................... 68
  6.1.1 Procedure .......................................................................................... 68
  6.2 Participants and Sampling ....................................................................... 69
  6.3 Measures and Procedures ....................................................................... 70
    6.3.1 Semi-structured interviews (SSIs) ..................................................... 70
    6.2.2 Questionnaires .................................................................................. 71
    6.2.3 Video data ......................................................................................... 71
    6.2.4 Field notes ......................................................................................... 72
  6.3 Data analysis ........................................................................................... 72
  6.4 Ethics ....................................................................................................... 73

Chapter 7 - Results & Analysis ........................................................................ 74
  7.1 Results: Section A ................................................................................... 74
  7.2 Results: Section B ................................................................................... 77
  7.3 Results: Section C ................................................................................... 80
Chapter 8 - Discussion

8.1 Contextual factors and the peer SFCP

8.2 What are the processes involved in the peer SFCP?

8.2.1 A non-advice giving focus

8.2.2 Relationships and power

8.3 What are the outcomes associated with the peer SFCP?

8.3.1 Increased reflection on practice

8.3.2 School staff developing systems to monitor outcomes

8.3.3 Using SFAs outside of coaching sessions

8.3.4 Coaching attributed to positive improvements in teaching/OFSTED ratings

8.4 Relationships between contextual, process and outcome factors

8.5 Limitations and suggestions for future research

Chapter 9 - Conclusions

9.1 Summary of conclusions from paper one and two

9.2 Implications for EP practice

9.2.1 Providing clarity about the aims and purpose of the coaching

9.2.2 Outcome measures

9.2.3 Sharing of research around change processes and implementation of training

References

Appendices
List of Appendices:

Appendix 1: Further information regarding solution focused questions and activities ................................................................. 110
Appendix 2: The SF Coaching Programme - An Overview .................. 113
Appendix 3: Contextual information regarding why the initial research plan was adapted and re-written (paper 1 and paper 2) ..................... 115
Appendix 4: Information letter provided to prospective participants prior to them taking part in the research study ........................................... 117
Appendix 5: Consent form for participation in research .................... 118
Appendix 6: Further information regarding school based participants (paper one) .................................................................................. 119
Appendix 7: Semi-structured interview Framework for interviews with executive coaches ................................................................. 120
Appendix 8: Semi-structured interview framework for school staff who had received coaching from the coaching team .................................. 121
Appendix 9: Exert from field notes and table 1 showing initial codes ................................................................. 122
Appendix 10: Questionnaire distributed to participants within study one .... 124
Appendix 11: Ethical approval form ................................................. 126
Appendix 12: Braun and Clarke’s model of thematic analysis and specific application to the analysis procedure reported within papers one and two ......................................................... 131
Appendix 13: Exert from transcript of interview with coachee showing initial codes .................................................................................. 133
Appendix 14: Exert from video data transcript and table 2 showing initial codes .................................................................................. 136
Appendix 15: Example of themes identified within a group of data .......... 138
Appendix 16: Example of how initial codes were analysed and collated into initial themes and then overarching themes across the entire data set ......................................................... 141
Appendix 17: Handouts given to participants attending SF coaching training .................................................................................. 144
Appendix 18: Overview of participants (Paper 2) .................................. 149
Appendix 19: Semi-structured interview framework for interviews with school staff who had commissioned the SFCP ................................ 150
Appendix 20: Questionnaire distributed to school staff ........................................... 152
Appendix 21: Extract from field notes (Paper 2) ...................................... 154
Appendix 22: Exert from interview with coachee and table showing initial codes .................................................................................. 155
Appendix 23: Theme identified within interviews with school staff involved in the peer SFCP ................................................................. 157
Appendix 24: Table 7 showing examples of how higher order themes were generated from initial themes which were themselves generated from initial codes ................................................................. 159
Appendix 25: Additional information regarding ethical concerns relevant to paper 2 .................................................................................. 161
Appendix 26: Table 8 providing an overview of the peer SFCPs delivered within the focus schools (Paper 2). ................................................................. 162
Appendix 27: Extract from transcript of video coaching session.................... 164
Appendix 28: Literature Review.................................................................... 165

List of Figures

Figure 1: Overview of analysis procedures and how these related to the research questions.................................................................31
Figure 2: Diagram showing possible relationships between contextual, process and outcome factors.........................................................42
Figure 3: Pictorial representation of factors which may have impacted on autonomy, relatedness and competence within the current study ............ 52
Figure 4: Table showing how research questions relate to data collection methods.......................................................................................... 72
Figure 5: Transtheoretical Model of change (adapted from Greene & Grant, 2003)............................................................................................. 86
Figure 6: Diagram showing possible theoretical implications of contextual, process and outcome factors within schools P1, P2 and US1. ............. 93

<table>
<thead>
<tr>
<th>Abbreviations</th>
<th>Definitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>SF</td>
<td>Solution Focused</td>
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<tr>
<td>SFA</td>
<td>Solution Focused Approach</td>
</tr>
<tr>
<td>SFCP</td>
<td>Solution Focused Coaching Programme</td>
</tr>
<tr>
<td>EP</td>
<td>Educational Psychologist</td>
</tr>
<tr>
<td>AT</td>
<td>Advisory Teacher</td>
</tr>
<tr>
<td>WOWW</td>
<td>Working on what works</td>
</tr>
<tr>
<td>SLT</td>
<td>Senior Leadership Team</td>
</tr>
<tr>
<td>HT</td>
<td>Head Teacher</td>
</tr>
<tr>
<td>SDT</td>
<td>Self determination theory</td>
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<td>TTM</td>
<td>Transtheoretical Model</td>
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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.