



COACHING IN EDUCATION

ANNUAL SURVEY REPORT

2017

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To cite information from this report please use the following format:

Growth Coaching International (2018), Coaching in Education Annual Survey Report 2017, pages x-xx

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NOTE:

The following report represents figures obtained from this survey and does not accurately represent averages for the education industry as a whole.

Please note that there is the potential for minor revisions of data in this report.



WELCOME TO THE 2ND ANNUAL COACHING IN EDUCATION SURVEY

Coaching in education has been growing and evolving in recent years. We know from case studies, anecdotal evidence and educators that coaching and mentoring are now recognised as important approaches for supporting, developing and leading others in educational settings.

ABOUT THIS SURVEY

The Coaching in Education Annual Survey was developed as a way to attempt to measure and track the extent, application and impact of coaching in education.

It is our goal that this survey will become an important planning, benchmarking and evaluation tool for educational leaders. Over time the comparative data should begin to show trends and changes on year by year basis.

This is the second Coaching in Education Annual Survey; the inaugural survey having been launched in 2016. In that year responses were received from 643 participants. In 2017 we received 529 responses and now, for the first time, we are able to compare data with that of the previous year and highlight some areas for further reflection.

It's important to note that this survey represents a small slice of data from the education sector and it therefore needs to be read with some caution.

The survey was carried out online and is anonymous. Where respondents' comments have been included we have selected them randomly and have included both positive and negative views.

What seems to be becoming clear from this survey is that conversation is at the heart of school improvement initiatives. The current thinking about organisations has highlighted the fact that conversations – the way people talk to each other, and how well they do this - is at the core of what moves things forward, enabling organisations to grow, improve and be successful. In this survey report you will see some of the impact that coaching is having on those conversations.

We hope you find this report insightful!



John Campbell

Executive Director
Growth Coaching International

SURVEY HIGHLIGHTS

The responses gained from the 2017 survey participants are summarised below.

Survey Demographics

- ✓ 84% of survey participants were practitioners based in **Australia**.
- ✓ 9% were practitioners based in **New Zealand**.
- ✓ 2% were practitioners based in the **United Kingdom**.
- ✓ 82% of the survey participants were long-time educators who have worked within the education sector for **over 15 years**.
- ✓ Approximately 80% of the survey participants were **female**.
- ✓ 82% of the survey respondents worked within a **school** setting.
- ✓ 40% describe their role as **senior leadership**; 27% describe themselves as **middle leaders**; 12% are **teaching staff**.

Coaching and Mentoring Programs

- ✓ 60% of the survey participants reported that **coaching is a formal part of their role**.
- ✓ 63% of the survey respondents **also had mentoring programs in place** within their institutions.





Experience with Being Coached

- ✓ There was a **slight increase in the number of people being coached** in 2017 when compared with the outcomes reported in 2016.
- ✓ 48% of the survey respondents **receive coaching 2-5 times a year**.
- ✓ 38% of the survey participants reported that they were **coached both by internal and external coaches**.

Impact of Being Coached on Conversations

- ✓ 89% of survey participants agreed that they are **more open to giving and receiving feedback** as a result of being coached
 - ✓ 85% agreed that their **conversations with colleagues improved** as a result of being coached
 - ✓ 55% agreed that their **conversations with students' parents has improved** as a result of being coached.
- These responses are consistent with those of the 2016 survey.

Impact of Being Coached on Professional Practice

- ✓ 85% of survey participants agreed that **being coached led to an improvement in their professional practice**. These responses are consistent with the outcomes reported in the 2016 industry survey.

Experience with Coaching Others

- ✓ 94% of survey respondents **coach others**. There was a slight increase in this number since 2016.
- ✓ 60% of the survey participants coach **someone within their institution** exclusively; 35% of participants coached someone from both internal and external sources and a small percentage (5%) coach externally.



SURVEY HIGHLIGHTS

Coach Training Experience

- ✓ 96% of the survey participants have participated in some form of **formal coach training**.
- ✓ 31% of the survey participants completed their coach training **prior to the last 12 months**.
- ✓ Of those who did their coach training in the past twelve months, the majority completed **between 8 and 15 hours** of coaching-based professional learning.

Reasons for Undertaking Coach Training

The three **most important reasons** identified by the survey participants as the rationale for completing a coaching professional learning were:

- ✓ To improve professional practice - 99%
- ✓ To support personal and professional growth - 98%
- ✓ To enhance relationships with colleagues - 95%

The **least important reasons** given for completing coach training were:

- ✓ To complete the required hours for accreditation/registration - 24%
- ✓ Coach training being mandated by superiors - 10%

The Impact of Coach Training on Conversations

- ✓ 92% agreed that, as a result of their coach training, their **conversations with students' parents improved**.
- ✓ 91% agreed that, as a result of their coach training, their **conversations with colleagues has improved**.
- ✓ 94% agreed that, as a result of their coach training, they are **more open to giving and receiving feedback**.

The Impact of Coach Training on Professional Practice

- ✓ 92% of the survey participants agreed that, as a result of their coaching training, their **professional practice has improved**.

The Impact of Coach Training on Students

- ✓ 35% agree that, as a result of their coach training, their **students have more resilience**.
- ✓ 36% agree that, as a result of their coach training, their **students increased levels of hopefulness**.
- ✓ 39% agree that, as a result of their coach training, their **students have increased wellbeing**.
- ✓ 43% agree that, as a result of their coach training, their **students are more engaged**.

Coaching Culture

- ✓ The largest proportion of survey participants (43%) reported that their institution is **starting to implement a coaching culture**.
- ✓ 39% reported that their institution is **building a coaching culture**.
- ✓ 10% reported that their institution has a **strong coaching culture**.
- ✓ 8% reported that their institution has **no coaching culture**.



Beneficiaries of Receiving Coaching and of Having Coaching Skills

When asked who would **benefit from being coached**, the responses were:

- ✓ 91% of survey participants believe that those who lead teams would benefit from coaching.
- ✓ 90% believed those being developed in their roles would benefit from coaching.
- ✓ 83% said people with a specific challenge would benefit from coaching.
- ✓ 82% said teachers and lecturers would benefit from coaching.
- ✓ 82% said students would benefit from coaching.

When asked who would **benefit from having coaching skills** the responses were:

- ✓ 97% of survey participants believe that those who lead teams would benefit from having coaching skills.
- ✓ 89% believed those being developed in their roles would benefit from having coaching skills.
- ✓ 81% said people assisting those with a specific challenge would benefit from coaching skills.
- ✓ 80% said teachers and lecturers would benefit from having coaching skills.
- ✓ 82% said students would benefit from having coaching skills.

Applications of Coaching Initiatives

- ✓ 82% of the survey participants reported that they had used coaching to **improve their professional practice**.
- ✓ 69% of the survey participants applied the skills and experience that they acquire to **improve their leadership capacity**.
- ✓ 36% of the participants identified **student success and wellbeing** as another important area in which school coaching initiatives are applied.
- ✓ 15% of the survey participants noted community relations as an area in which they use coaching.
- ✓ 7% of the respondents indicated that they had no coaching culture in their institutions.

Plans to Extend Coaching Initiatives

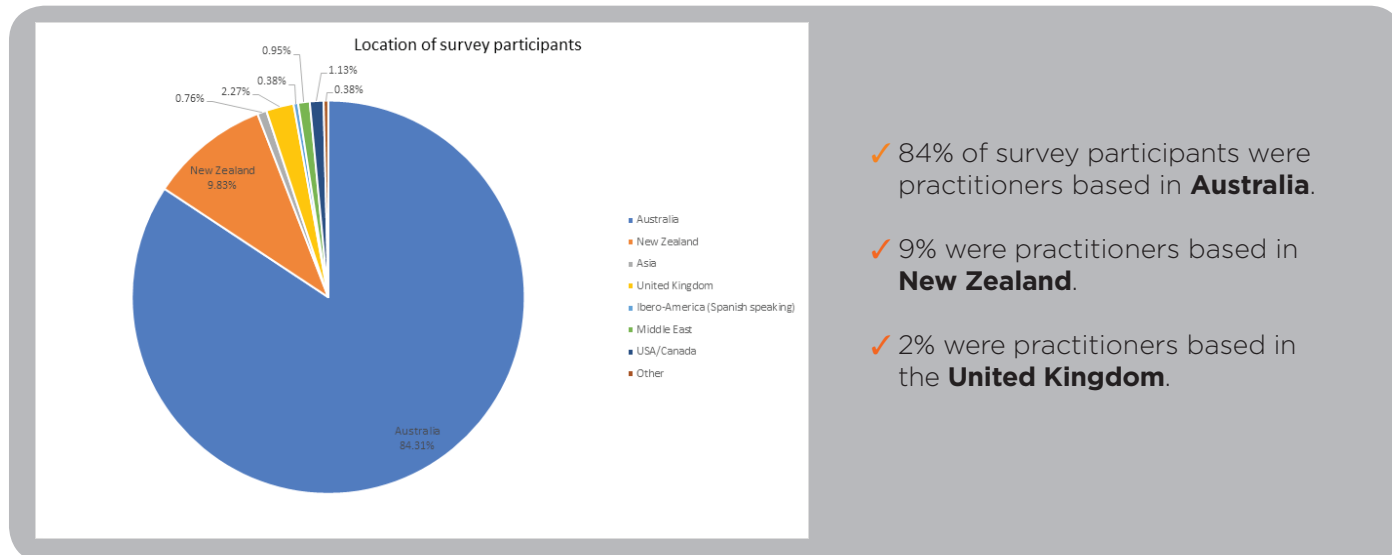
- ✓ 48% were unsure if their institution was planning to extend coaching initiatives into any new areas.
- ✓ Of those who knew of plans to extend coaching initiatives, 79% were planning to **extend 'coaching to improve professional practice'**.
- ✓ The area of 'coaching to improve community relations' is gaining more attention.

Evaluating the Effectiveness of Coaching Initiatives

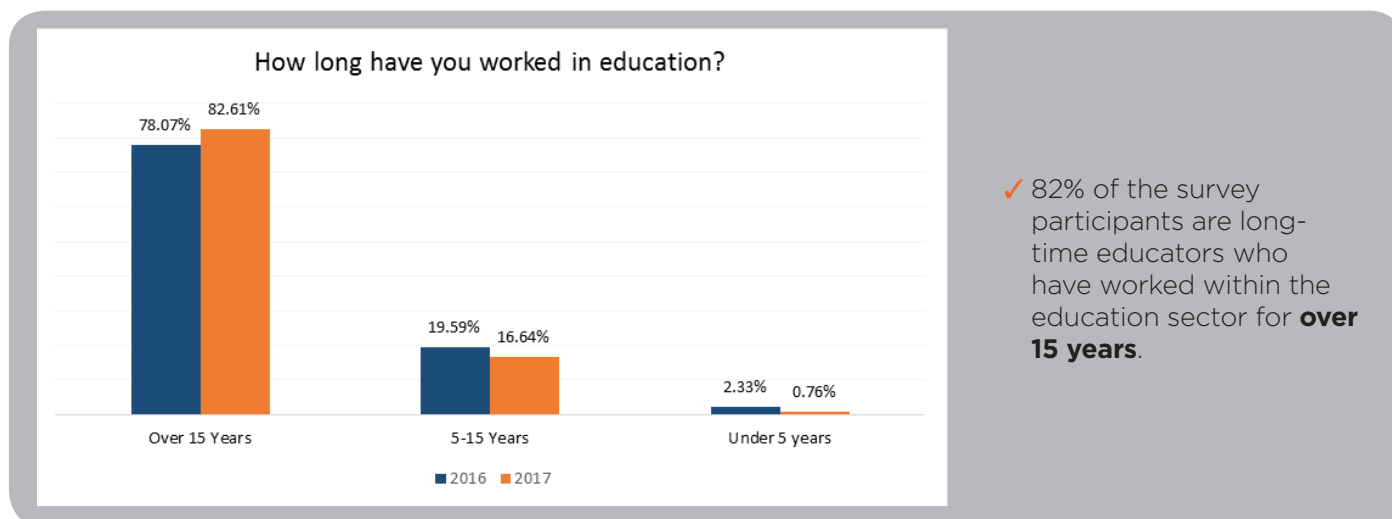
- ✓ Roughly a third of survey participants are unaware if the effectiveness of coaching initiatives and interventions are being evaluated in their institutional context.
- ✓ Where participants were aware of evaluation of coaching being carried out, these included:
 - surveys - 78%
 - staff wellbeing - 60%
 - student results - 43%
 - student behaviour - 81%
 - staff turnover - 10%

DEMOGRAPHICS

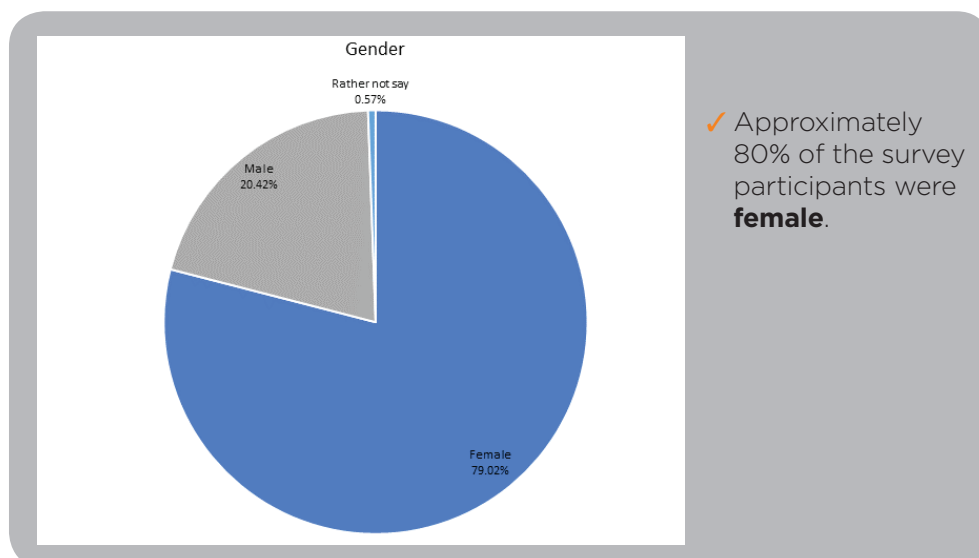
This section asked survey respondents about themselves - where they were from, how long they had worked in education, their gender, their role in their institution and what sort of institution they work in.



- ✓ 84% of survey participants were practitioners based in **Australia**.
- ✓ 9% were practitioners based in **New Zealand**.
- ✓ 2% were practitioners based in the **United Kingdom**.

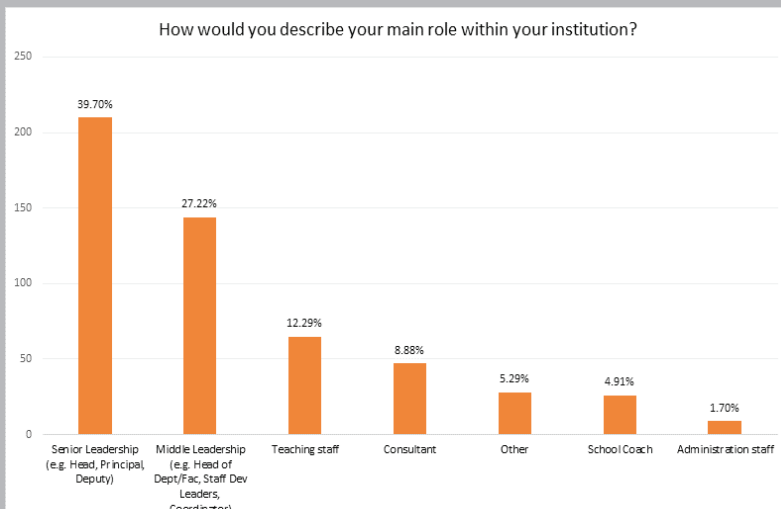


- ✓ 82% of the survey participants are long-time educators who have worked within the education sector for **over 15 years**.

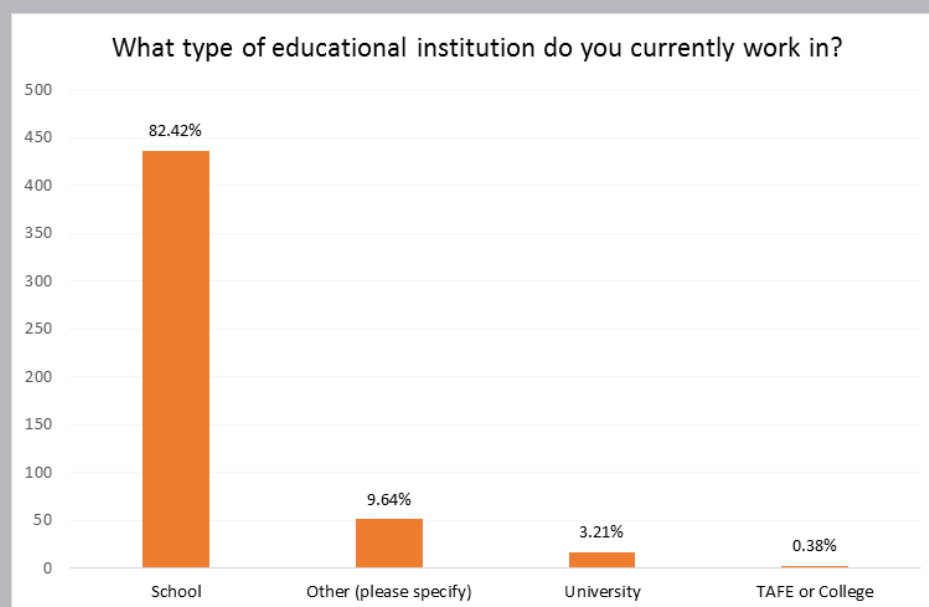


- ✓ Approximately 80% of the survey participants were **female**.

Most of those who responded to the survey are female and are already in a leadership position. The more senior they were, the more exposure they had to coaching.



- ✓ 40% of survey participants describe their role as **senior leadership**
- ✓ 27% describe themselves as **middle leaders**
- ✓ 12% are **teaching staff**



- ✓ 82% of the survey respondents worked within a **school** setting.

SAMPLE SURVEY RESPONSES

“A culture of coaching is a powerful underpinning for personal, professional and community growth through high quality and high impact coaching conversations. Those I have worked alongside with in the school context are able to now clearly identify the impact on their leadership development.”

“Coaching has made a significant difference in enabling leaders to become more skilled in their role.”

“I feel all principals should complete and continue to receive training in coaching and leadership.”

“Coaching is a very powerful school change tool that has been instrumental in my growth as a leader.”

COACHING AND MENTORING PROGRAMS

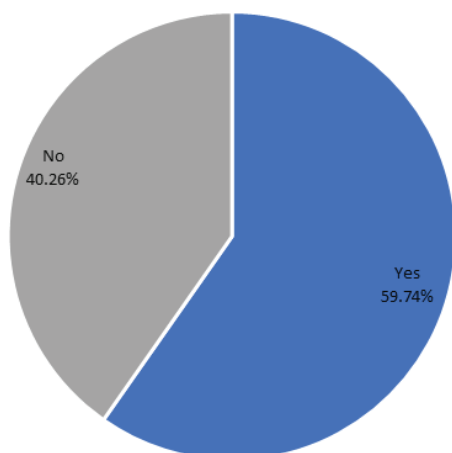
In this section we wanted to know how whether coaching is being required as a formal part of survey participants' role depictions.

GCI define coaching as...

“a one to one conversation focused on the enhancement of learning and development through increasing self-awareness and a sense of personal responsibility, where the coach facilitates the self-directed learning of the coachee through questioning, active listening and appropriate challenge in a supportive and encouraging climate.”

Professor Christian van Nieuwerburgh

Is coaching a formal part of your role (in your job description)?



✓ 60% of the survey participants reported that **coaching is a formal part of their role.**

SAMPLE SURVEY RESPONSES

“The main road block at my school is that coaching has been confused with mentoring and staff appraisal.”

“It’s the best aspect of my role”

“Coaching in my institution is predominantly run by Admin. I would like to see this adapt to include more peer coaching.”

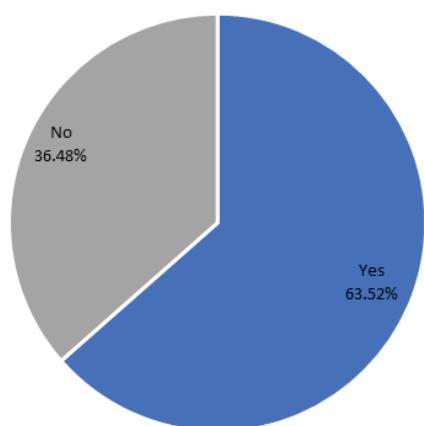
The high percentage of those who have coaching as a formal part of their role links back to the outcome reported earlier (page 6 - 7) on the demographics of the survey participants. The more senior the educator, the more likely it is that they are expected to coach others. They are also most likely to be expected to receive coaching and/or coach training as part of the professional development.





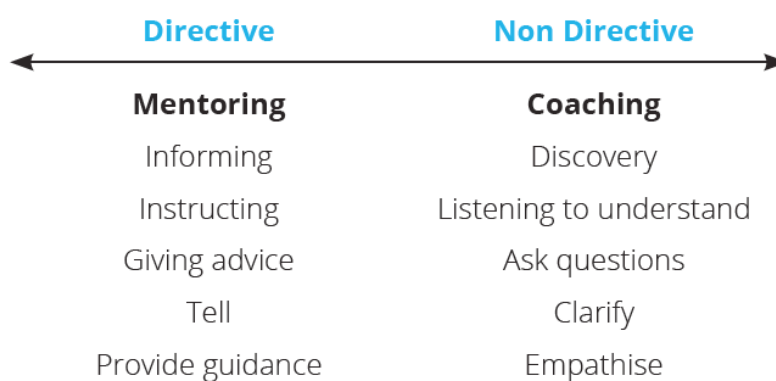
We also wanted to know whether complementary mentoring programs were also being implemented.

Are there currently any mentoring programs (as apart from coaching programs) in place in your educational institution?



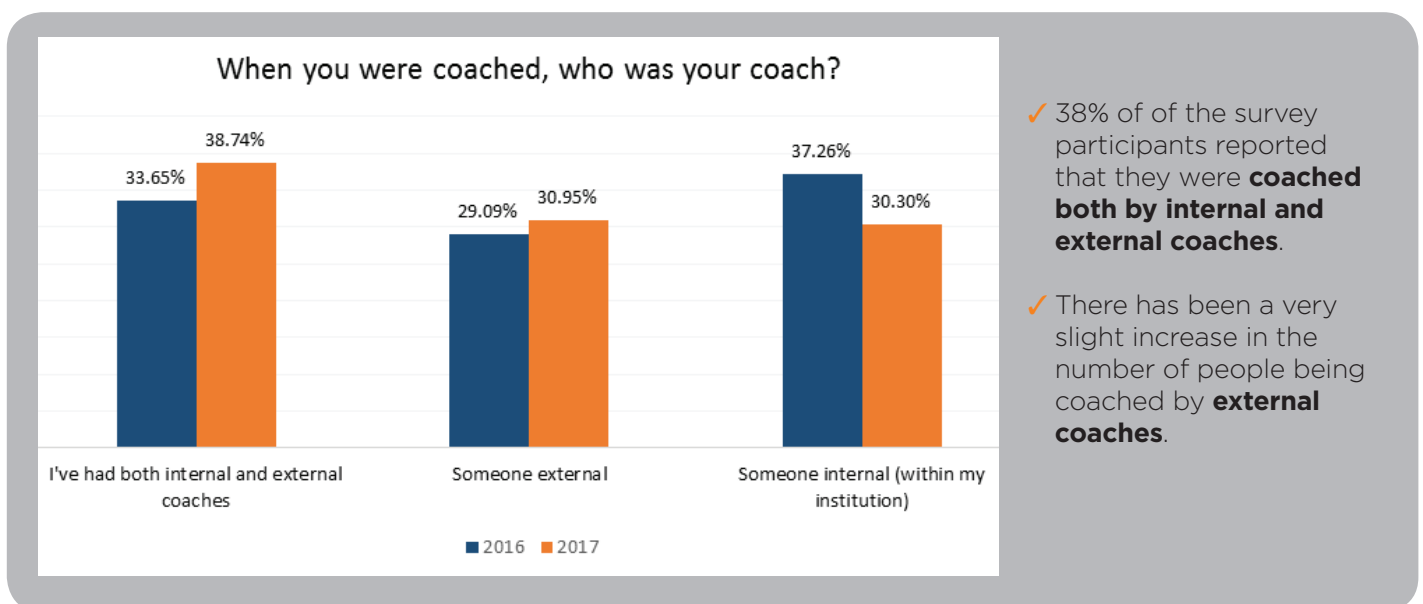
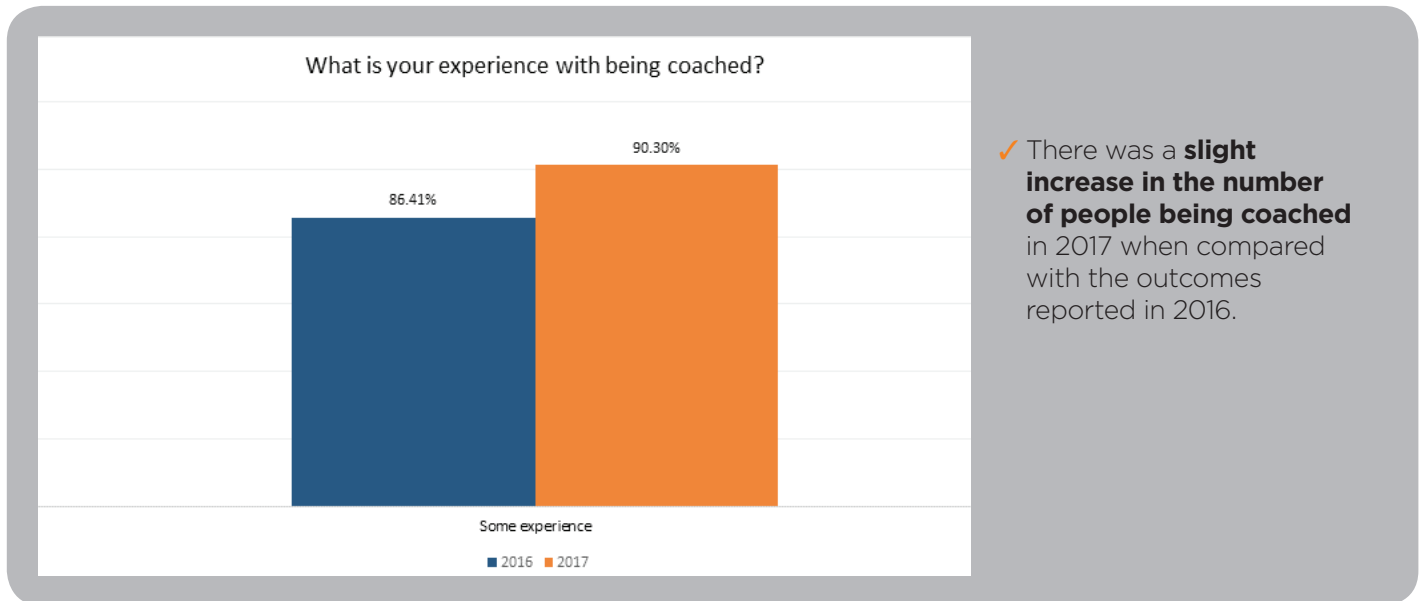
✓ 63% of the survey respondents **also had mentoring programs in place** within their institutions.

Most of the survey participants' institutions who are involved in coaching also have mentoring programs in place. Coaching and mentoring are often used in conjunction to support and develop others. Both sit on a conversational continuum (van Nieuwerburgh, 2014) as shown in the table below.



EXPERIENCE WITH BEING COACHED

In this section we asked about respondent's experience with being coached. Questions were included to ask how many had been coached; who they were coached by; and how often they had been coached. In the following section we asked them about the impact of receiving coaching.

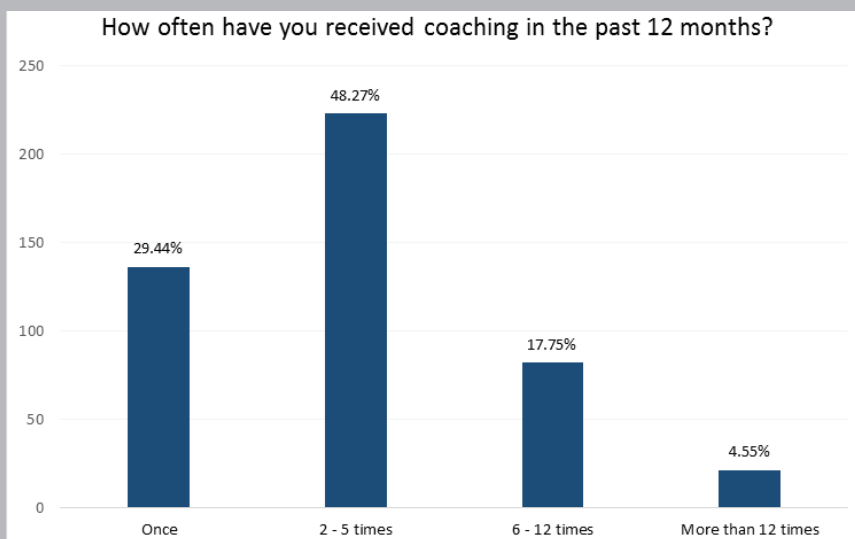


The number of people getting coaching support in their roles has increased slightly.

There has also been a slight increase in the number of people receiving coaching support from external coaches.

SAMPLE SURVEY RESPONSES

“The external coach should not have another role in the school, such as leading a strategic review.”



✓ 48% of the survey respondents **receive coaching 2-5 times a year.**

✓ About 18% of the participants were coached between 6 to 12 times in 2017.

SAMPLE SURVEY RESPONSES

“Coaching has been a change of thinking for me: I think more about others’ personal perspective not just mine.”

“I really believe in the power of coaching at all levels to empower everyone in the organisation. Let’s continue to build the profile of coaching so that every organisation sees it as an integral ingredient for success.”

“It’s been a worthwhile experience for me personally by providing greater opportunities for me to extend my knowledge and confidence in my role as Principal.”

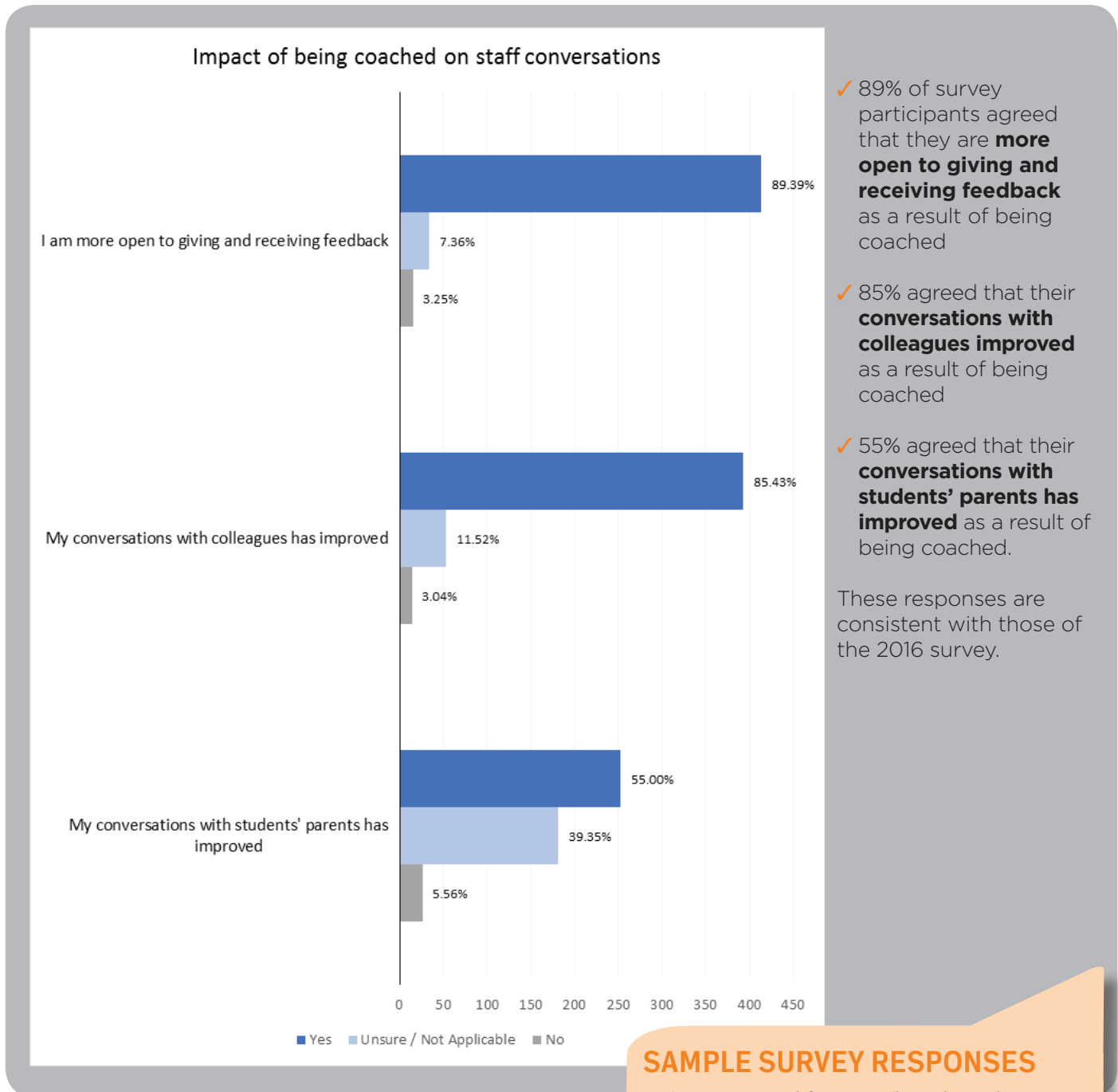
“Absolutely valued my coaching sessions. I feel more empowered to help empower others!”

“It’s a shame that our system does not embrace it more fully and give people the skills to do it.”



IMPACT OF BEING COACHED ON CONVERSATIONS

These questions attempted to identify the impact for the coachee of being coached. We asked about whether or not survey participants agreed that coaching had improved their day-to-day professional conversations and their professional practice.



- ✓ 89% of survey participants agreed that they are **more open to giving and receiving feedback** as a result of being coached
- ✓ 85% agreed that their **conversations with colleagues improved** as a result of being coached
- ✓ 55% agreed that their **conversations with students' parents has improved** as a result of being coached.

These responses are consistent with those of the 2016 survey.

SAMPLE SURVEY RESPONSES

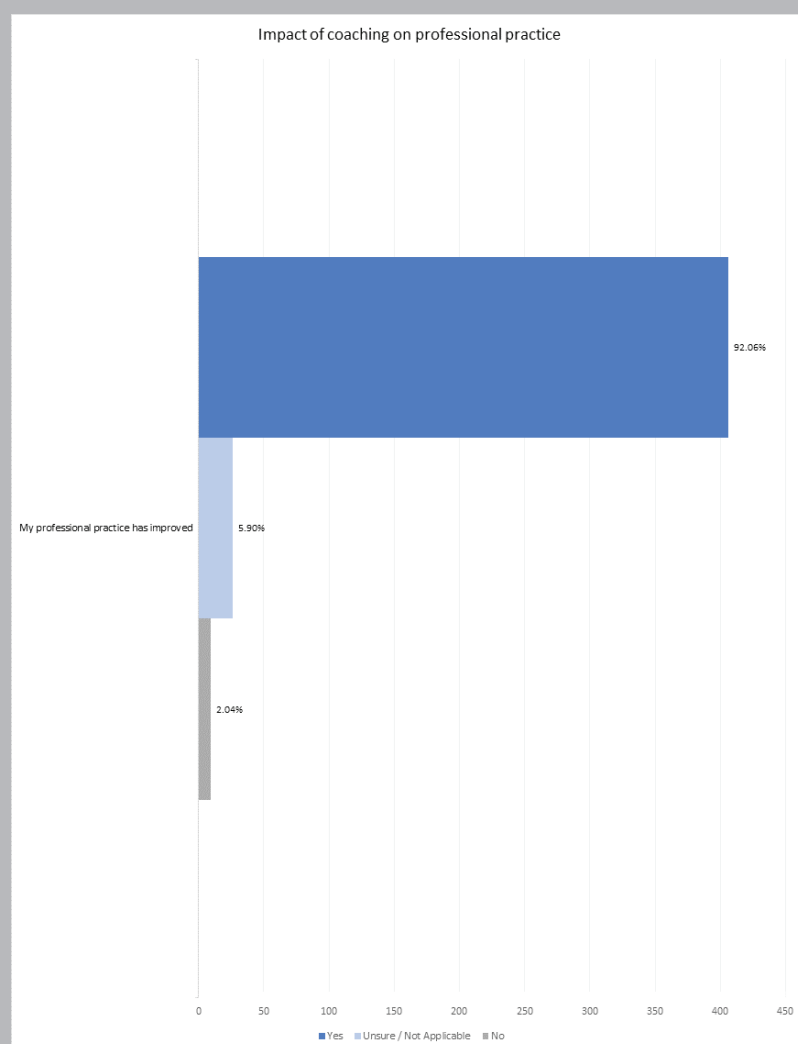
“It is a great tool for growth and needs attention to ongoing skills development and focus in order to go deeper and get full value.”

“Coaching is so powerful that I would recommend that for all teachers have Professional Development within their 5 year PD Plan.”

The majority of the survey participants agreed that they did experience an improvement in their professional conversations as a result of being coached.



IMPACT OF BEING COACHED ON PROFESSIONAL PRACTICE



✓ 85% of survey participants agreed that **being coached led to an improvement in their professional practice**. These responses are consistent with the outcomes reported in the 2016 industry survey.

SAMPLE SURVEY RESPONSES

“It has had the most profound effect on teacher professional practice. We have coaching every week with all teachers. We follow an Andragogy model where teachers have a personal learning project each term.”

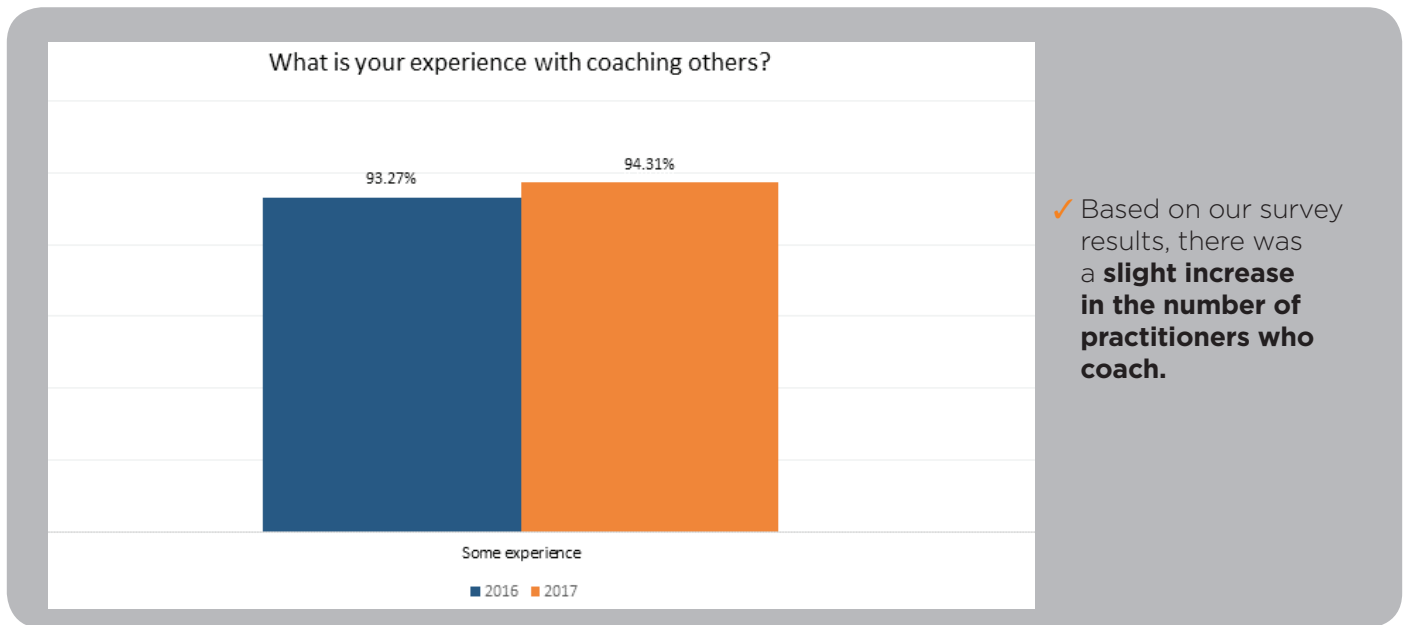
“It’s an excellent way to improve my own practice and that of others.”

“I’m a firm believer in coaching as a means for human growth. However finding time and slowing the mind to be in the present at the time of coaching is difficult in schools at this time.”

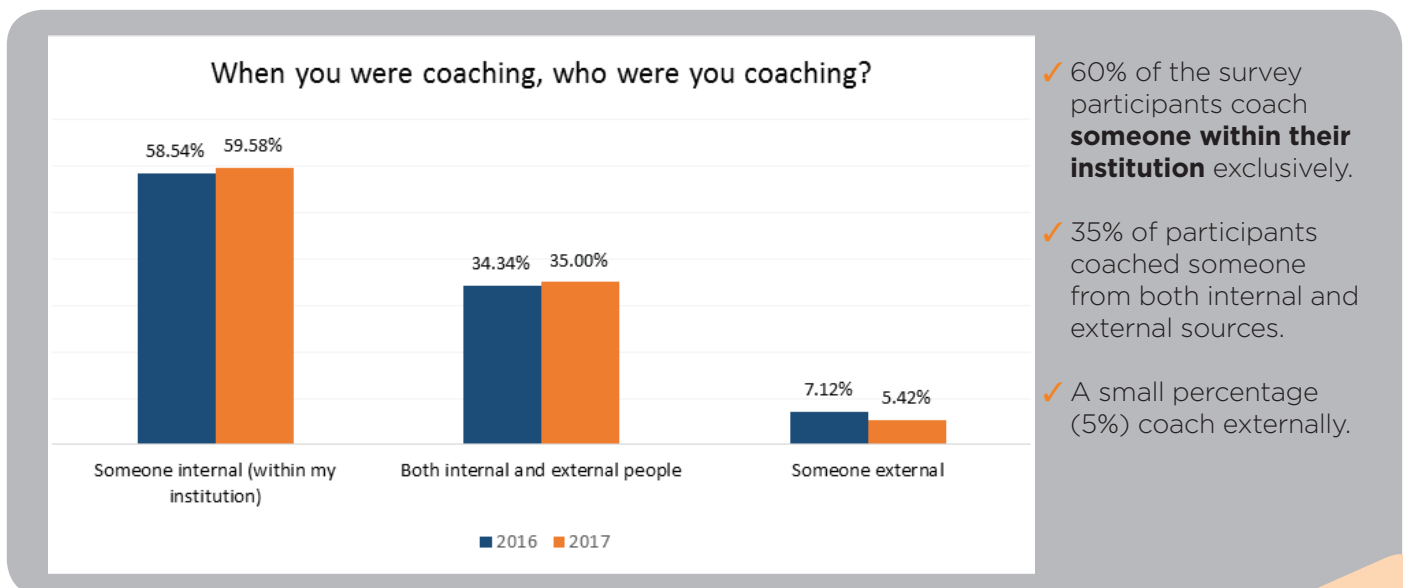


EXPERIENCE WITH COACHING OTHERS

In this section we asked about respondent’s experience coaching others. Questions were included to ask how many had coached others and whether coachees were internal or external to their institution.



✓ Based on our survey results, there was a **slight increase in the number of practitioners who coach.**



✓ 60% of the survey participants coach **someone within their institution** exclusively.

✓ 35% of participants coached someone from both internal and external sources.

✓ A small percentage (5%) coach externally.

The fact that most people are receiving coaching directly from someone within their institution is an indication of how the education sector is increasingly seeing value in coaching skills training. Those internal coaches take their skills to their colleagues; hence the coaching training is able to have an immediate impact in the institution.

SAMPLE SURVEY RESPONSES

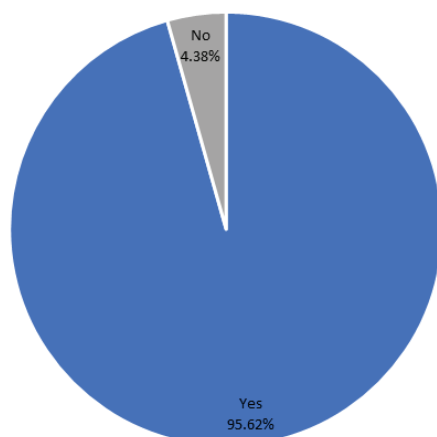
“I love coaching others and seeing the change and development in people’s thinking over time. As someone who regularly coaches others, I would benefit from someone coaching me on occasions or some form of coaching supervision. It is not happening at present but would have the potential to improve my coaching practice enormously.”



COACH TRAINING EXPERIENCE

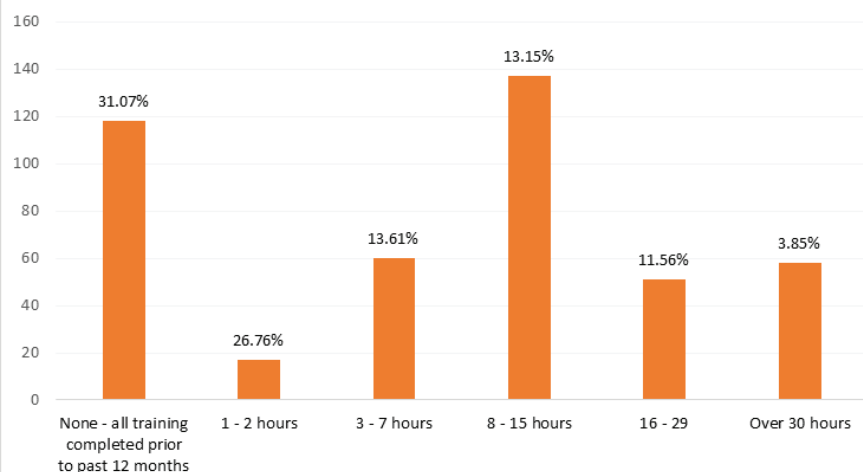
Here we wanted to know about the coach training (professional learning) that our survey respondents had completed. Are all those who coach others trained in coaching? And if so, how much training had they completed in the past 12 months?

Have you participated in formal coaching training/professional learning?



✓ 96% of the survey participants have participated in some form of **formal coach training**.

How many hours of coaching (professional learning) have you completed in the past 12 months?



✓ 31% of the survey participants completed their coach training **prior to the last 12 months**.

✓ Of those who did their coach training in the past twelve months, the majority completed between **8 and 15** hours of coaching-based professional learning

One of the key roles of a principal, described in the AITSL Australian Professional Standard for Principals, is to: *“work with and through others to build a professional learning community that is focused on the continuous improvement of teaching and learning. Through managing performance, effective continuing professional learning and regular feedback, they support all staff to achieve high standards and develop their leadership capacity.”*

SAMPLE SURVEY RESPONSES

“I have found the process of coaching both personally and professionally enriching. I expected to learn skills that would enhance my performance as a leader. What I did not expect was that these skills would be as valuable, perhaps even more valuable, in my personal life.”

REASONS FOR COACH TRAINING

In this section we wanted to know why respondents undertook their coach training.



SAMPLE SURVEY RESPONSES

“It has been and is the best and most relevant professional learning I have under taken.”

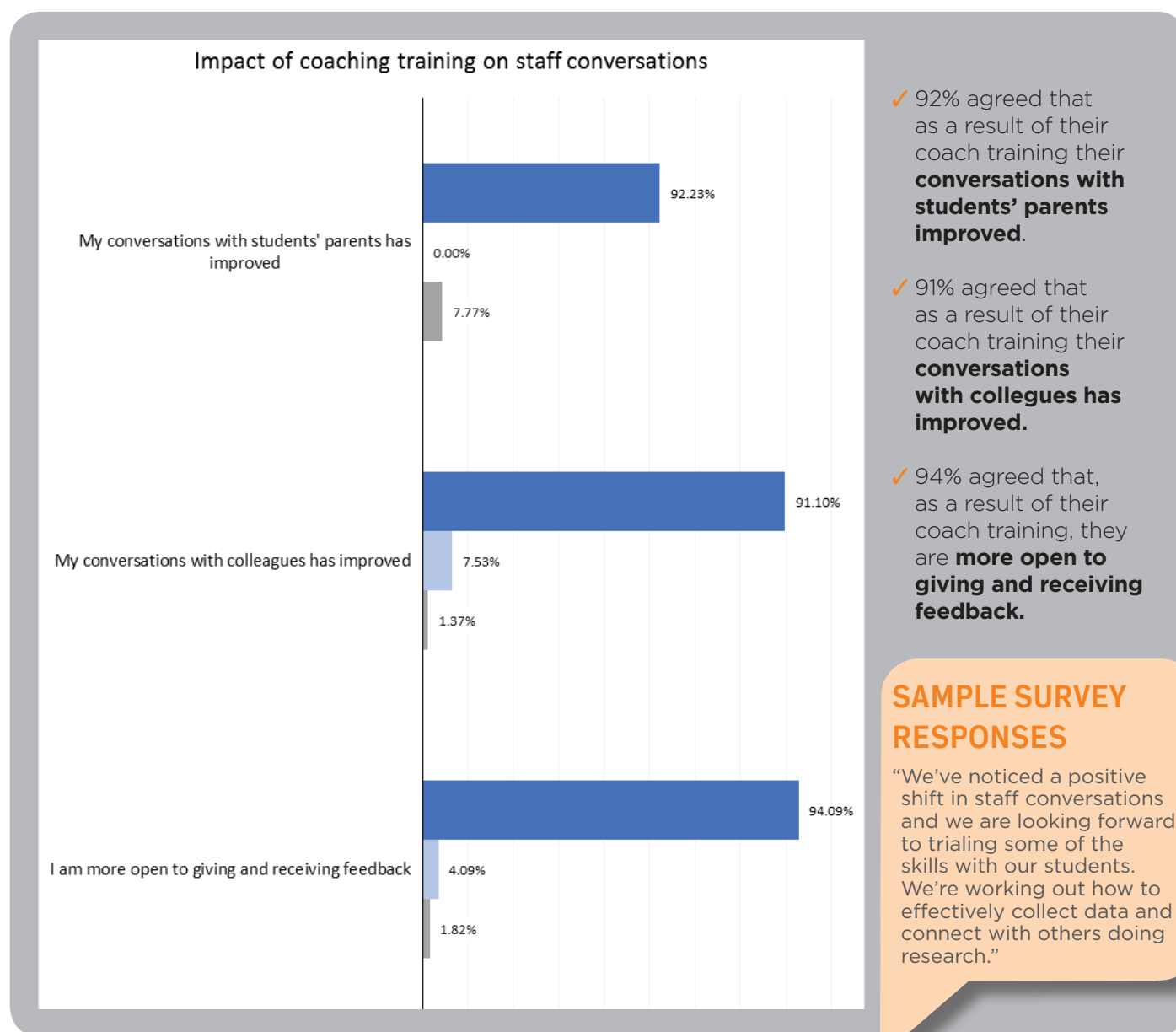
“I wish I had this knowledge and skill 25 years ago.”

“This is, in my opinion, a currently fashionable trend in professional development and there is no real data to support the supposed benefits of this process whilst it becomes one more tool of accountability and judgement held over the teaching profession.”



THE IMPACT OF COACH TRAINING

These questions attempt to identify the impact for the coach on having and using their coaching skills within their own day-to-day professional conversations.

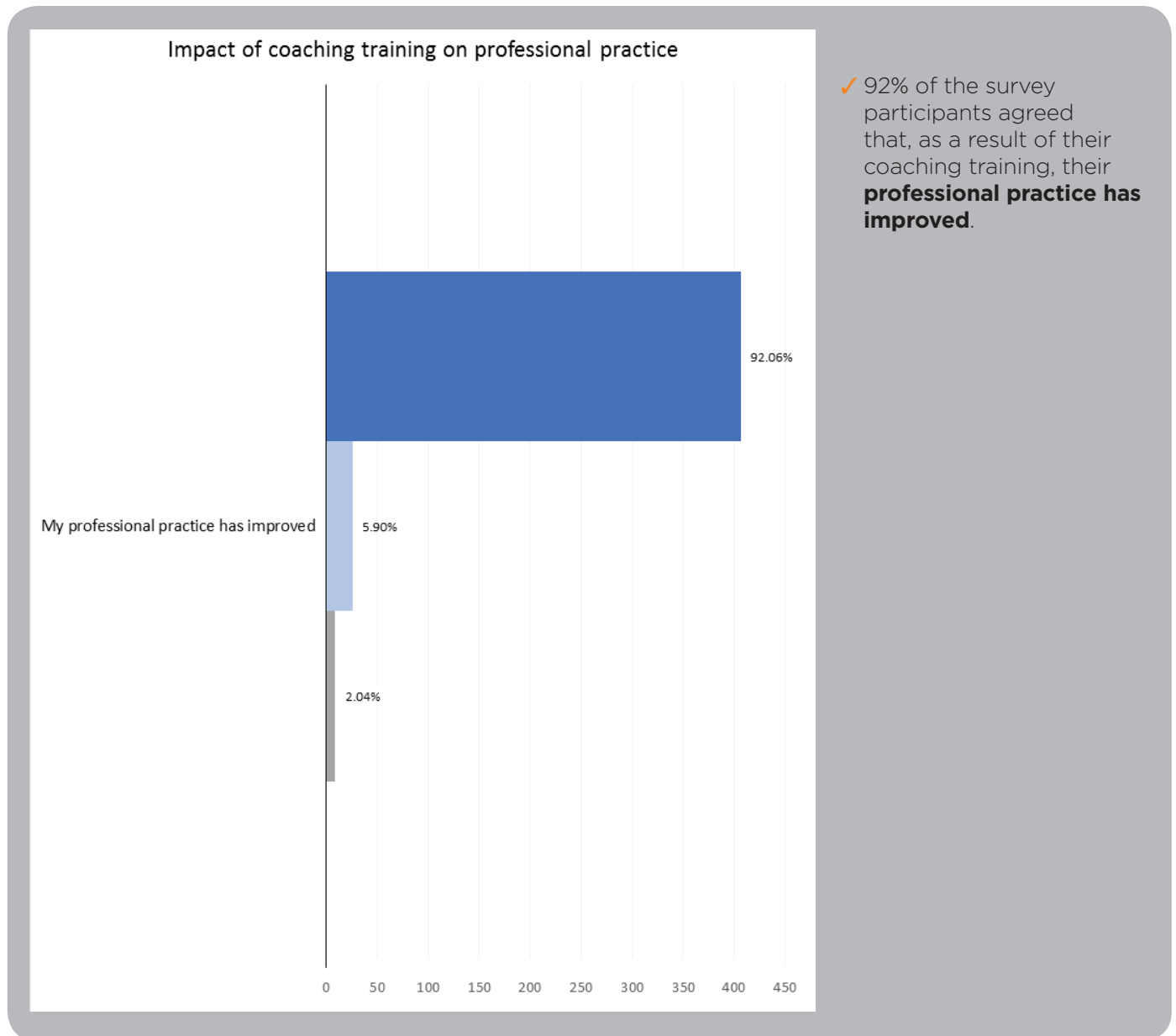


The impact of coaching training as reflected in the outcomes reported above aligns with the following AITSL Australian Professional Standards for Teachers:

- ✓ 6.3 'Engage with colleagues and improve practice. Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice.'
- ✓ 7.3 'Engage with the parents/carers - Understand strategies for working effectively, sensitively and confidentially with parents/carers.'

THE IMPACT OF COACH TRAINING

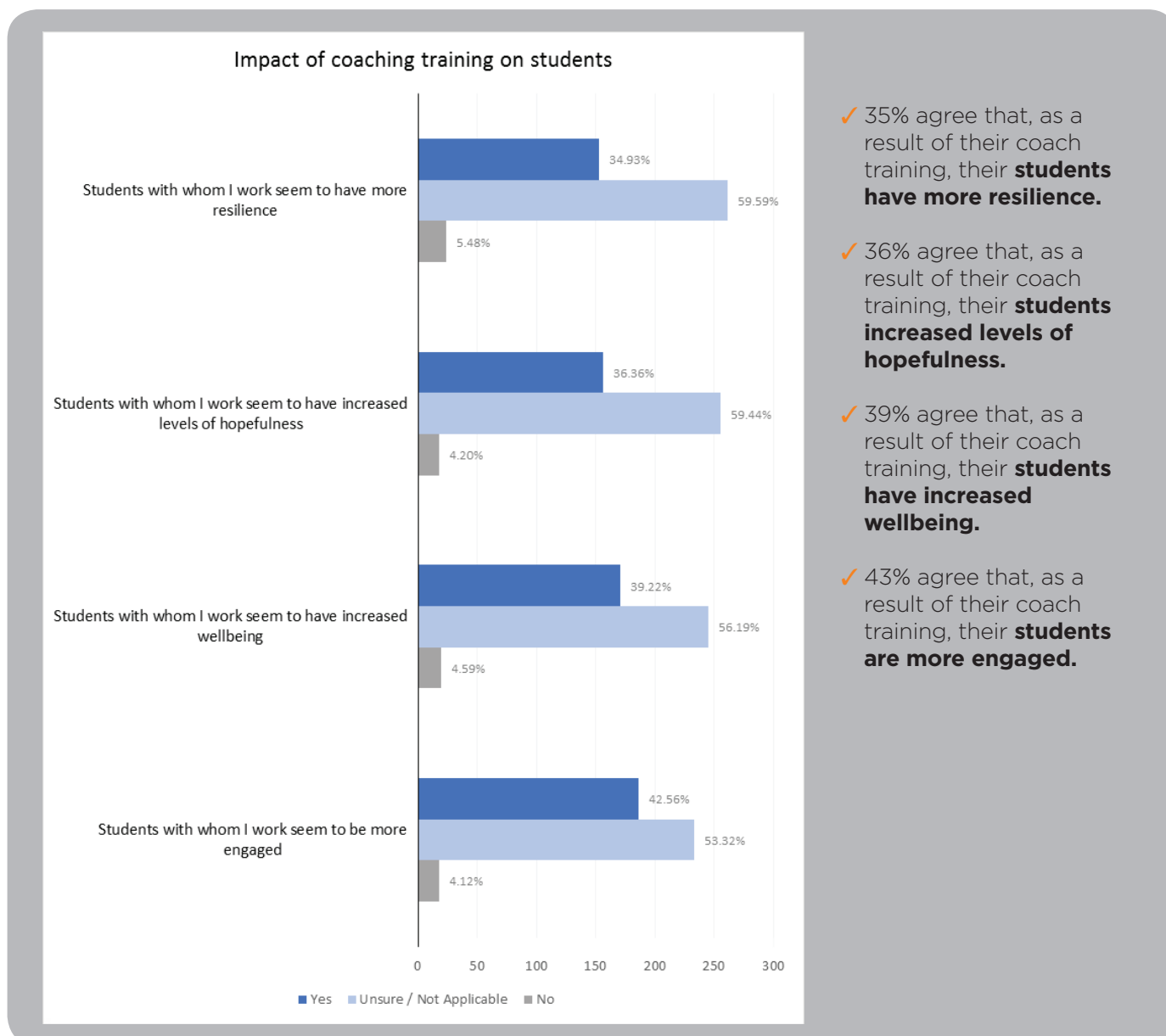
This question attempted to identify the impact for the coach on having and using coaching skills in their own professional practice.



These results support coaching as a form of ongoing professional development which assists in building a learning-oriented culture in schools.



These questions attempted to identify the impact, for the coach, on having and using their coaching skills in their own professional practice, where it related to their students' key success measures such as resilience, hope, wellbeing and engagement. This question wasn't applicable for all as some survey participants said they do not interact with students directly.



- ✓ 35% agree that, as a result of their coach training, their **students have more resilience.**
- ✓ 36% agree that, as a result of their coach training, their **students increased levels of hopefulness.**
- ✓ 39% agree that, as a result of their coach training, their **students have increased wellbeing.**
- ✓ 43% agree that, as a result of their coach training, their **students are more engaged.**

It can be difficult for school leaders to definitively say whether student engagement, wellbeing, hope and resilience had improved since they did their coach training. Many do not directly interact with students themselves.

However, those that were able to answer this question overwhelmingly answered that the impact on students had been positive.

SAMPLE SURVEY RESPONSES

“Over the years I have found coaching the best way to engage with staff members and to work towards improving performance. It is a rewarding experience and staff enjoy the process much more than many of the performance management processes of the past.

“A definite win-win in my experience!”

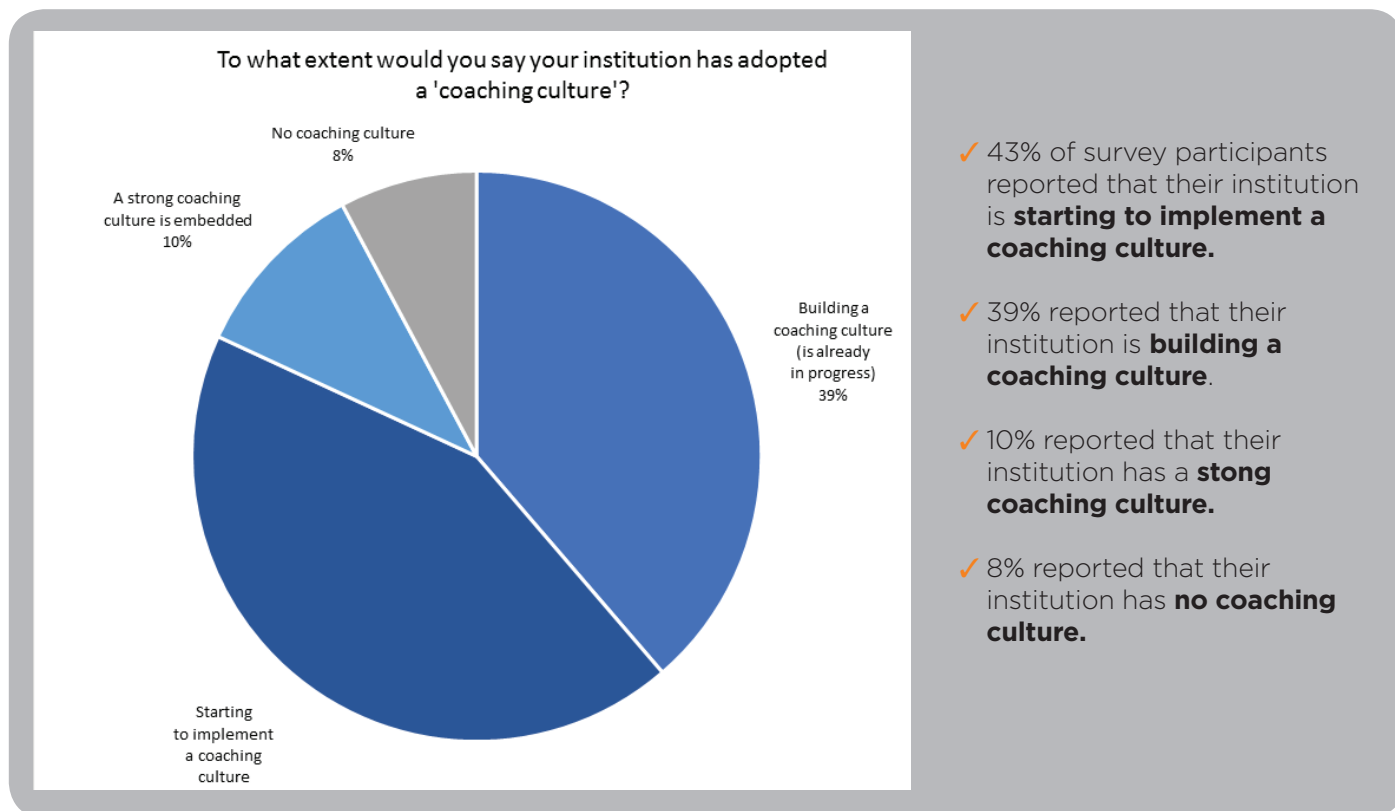
COACHING CULTURE

This section inquired about the extent to which participants perceived their schools' progression towards a "coaching culture".

Coaching Culture defined...

"Coaching cultures exist when coaching is used consistently by all partners across the school community, to help develop learning, understanding and personal responsibility in others."

- Professor Christian van Nieuwerburgh



SAMPLE SURVEY RESPONSES

"The training and development I completed in coaching was excellent and very inspiring, however, my school leaders showed little interest in what I had learned and our current structures don't support the effective implementation of school-wide coaching. I will continue to use it at a personal level."

"Coaching is an imperative if our organisation is to progress and produce the outcomes essential to its success."

"Coaching is an integral part of our college's ethos, both in staff professional development and nurturing our students to achieve success."

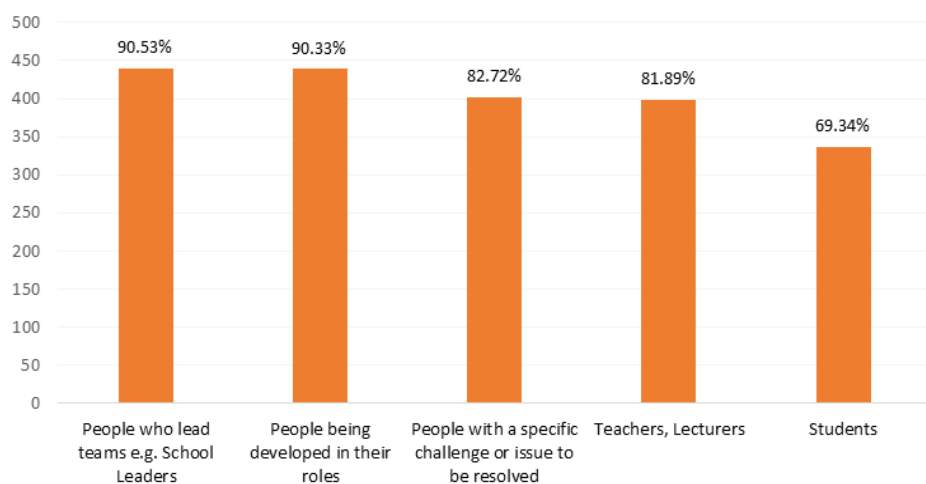
"We have a strong coaching culture at our school and we are always looking for ways to constantly improve. We have 3 sub school Leading teachers who have trained with Growth coaching and they coach teachers in their sub schools. All 3 AP's and the Principal are trained in coaching. 2 are accredited Growth coaches. We are also currently undertaking a Coaching for Leadership teams program with Insight SRC and Bastow. We all value and enjoy further embedding our coaching culture at our school."



WHO CAN BENEFIT FROM COACHING AND COACH TRAINING?

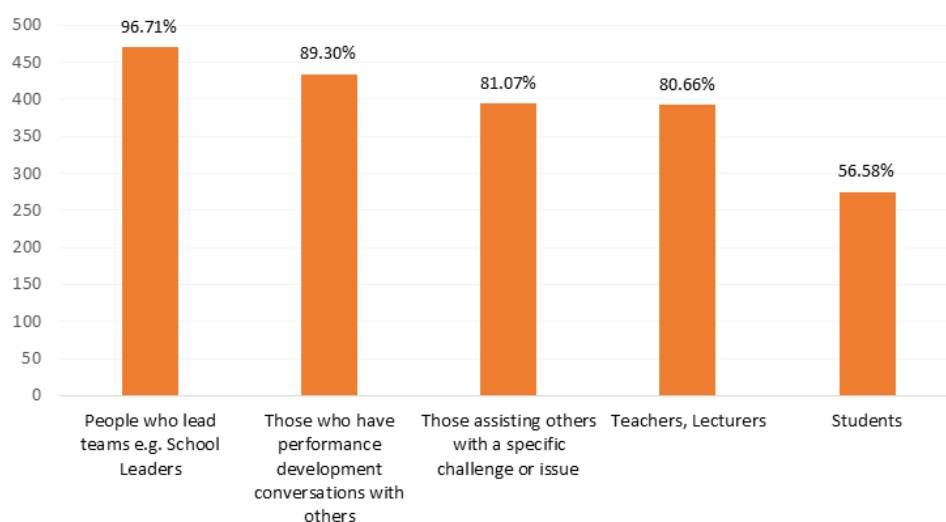
Here we asked about which groups the survey participants believed would benefit most from being coached and also which groups they thought would benefit from gaining coaching skills.

Which group of people do you believe would benefit from having a coach or someone with whom they could have coaching conversations?



- ✓ 91% of survey participants believe that those who lead teams would benefit from coaching.
- ✓ 90% believed those being developed in their roles would benefit from coaching.
- ✓ 83% said people with a specific challenge would benefit from coaching.
- ✓ 82% said teachers and lecturers would benefit from coaching
- ✓ 82% said students would benefit from coaching.

Which group of people do you believe would benefit from having coaching skills themselves?



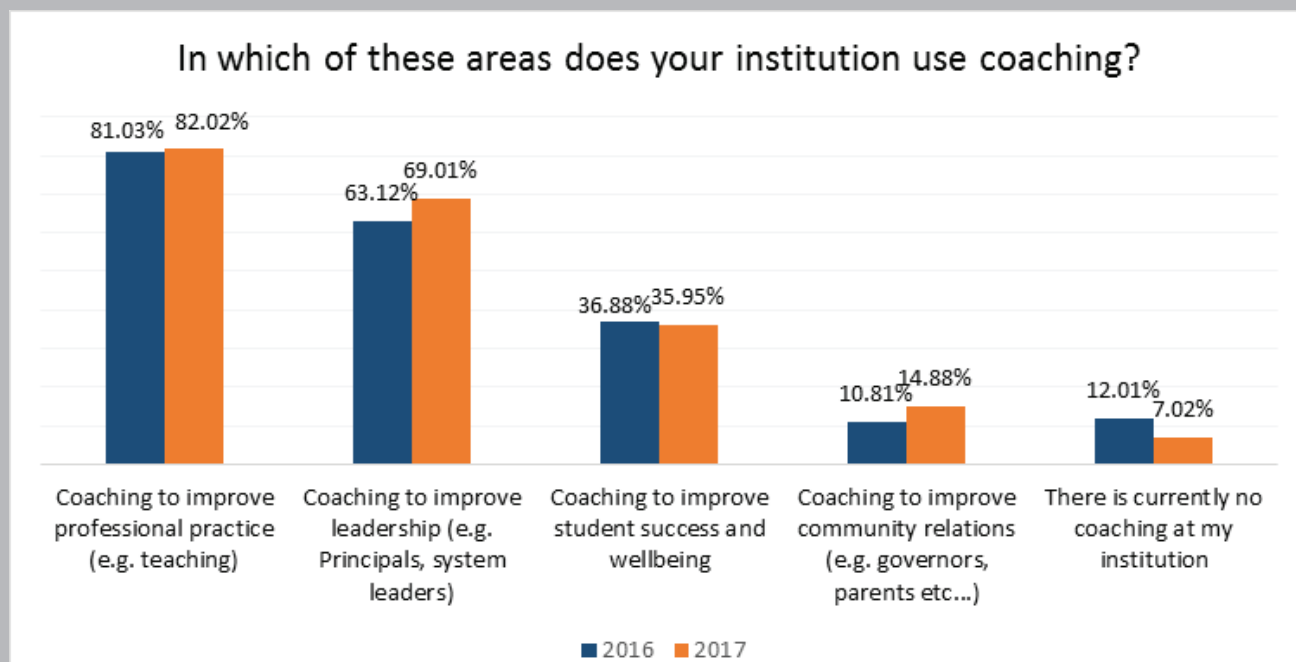
- ✓ 97% of survey participants believe that those who lead teams would benefit from having coaching skills.
- ✓ 89% believed those being developed in their roles would benefit from having coaching skills.
- ✓ 81% said people assisting those with a specific challenge would benefit from coaching skills.
- ✓ 80% said teachers and lecturers would benefit from having coaching skills.
- ✓ 82% said students would benefit from having coaching skills.

“Wonderful learning tool and of great value to everyone.”

“Frustrating that the potential (of coaching) is not realised.”

APPLICATIONS OF COACHING

In this section, we asked survey participants about which areas their institution is applying coaching initiatives.



- ✓ 82% of the survey participants reported that they had used coaching to improve their professional practice.
- ✓ 69% of the survey participants applied the skills and experience that they acquire to improve their leadership capacity.
- ✓ 36% of the participants identified student success and wellbeing as another important area in which school coaching initiatives are applied.
- ✓ 15% of the survey participants noted community relations as an area in which they use coaching.
- ✓ 7% of the respondents indicated that they had no coaching culture in their institutions. It is worth noting that this percentage had declined when compared to the 2016 outcomes where 12% of the survey participants indicated that they did not have a coaching culture in their organisation.

The areas in which schools are using coaching are reflected in the *Global Framework for Coaching and Mentoring in Education* (van Nieuwerburgh, Knight, Campbell).

The framework identifies the four key areas in which coaching can make a difference in schools.

Schools will usually use coaching interventions in the areas where they believe coaching can make the biggest positive impact.

SAMPLE SURVEY RESPONSES

“The ‘buy in’ from the staff has taken about 3 years. It slowly grew in reputation and nearly all are on board now. The only issue is where to go next - and how to get there.....still researching the next best step for our context.”

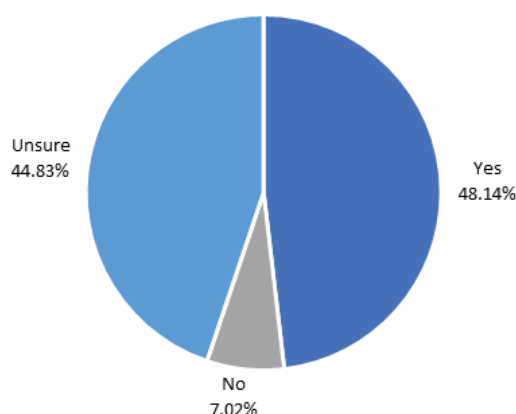
“Coaching models need investment in time and training for staff across all levels in a school community, defuse the fear of coaching and create more open door classroom environments.”



EXTENSION OF COACHING

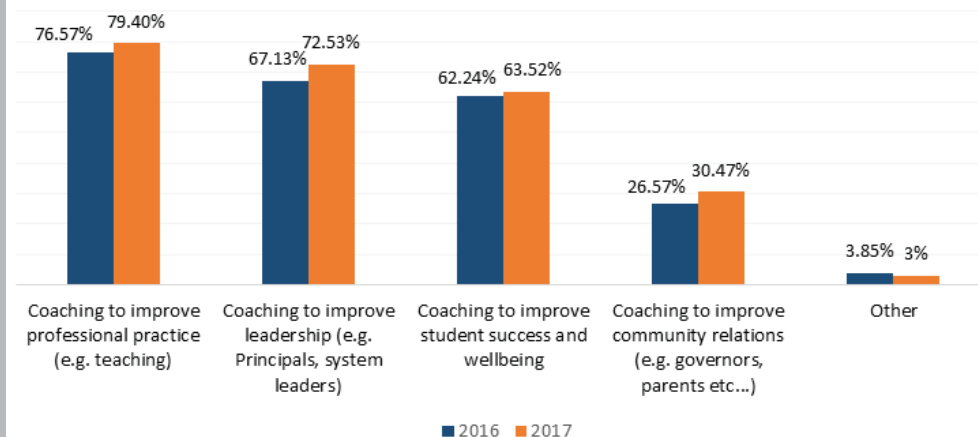
Here we asked about whether there were any plans to extend coaching initiatives within the institution and into which areas those new coaching initiatives might be extending.

In the following 12 months are you (or your institution) planning on extending coaching into any of the other areas listed in the question above?



- ✓ 48% were unsure if their institution was planning to extend coaching initiatives into any new areas.

In which of these areas will your institution extend coaching?



- ✓ Of those who knew of plans to extend coaching initiatives, 79% were planning to **extend 'coaching to improve professional practice'**
- ✓ The area of 'coaching to improve community relations' is gaining more attention.

About 48% of the survey participants were unsure if their institution was planning to extend coaching initiatives into new areas. Of those who were aware of extension plans, most said they were planning to extend coaching to improve professional practice.

It is noted that there seems to be an increased interest in using coaching to improve community relations.

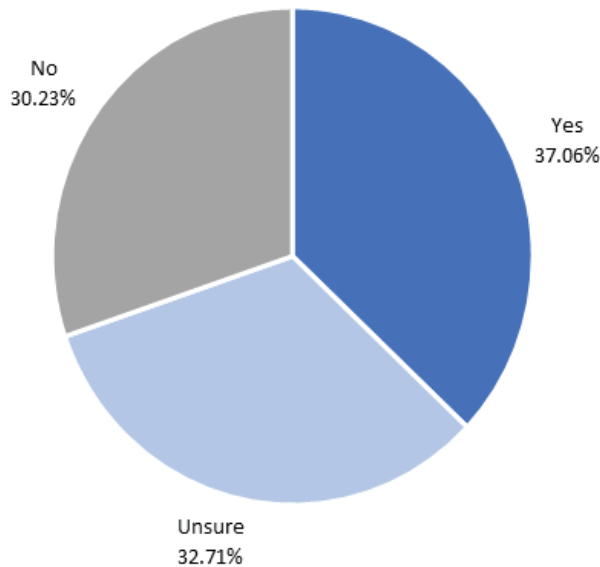
SAMPLE SURVEY RESPONSES

"I would like to learn more about teachers coaching students to improve learning outcomes - academic and social."

EVALUATING EFFECTIVENESS OF COACHING

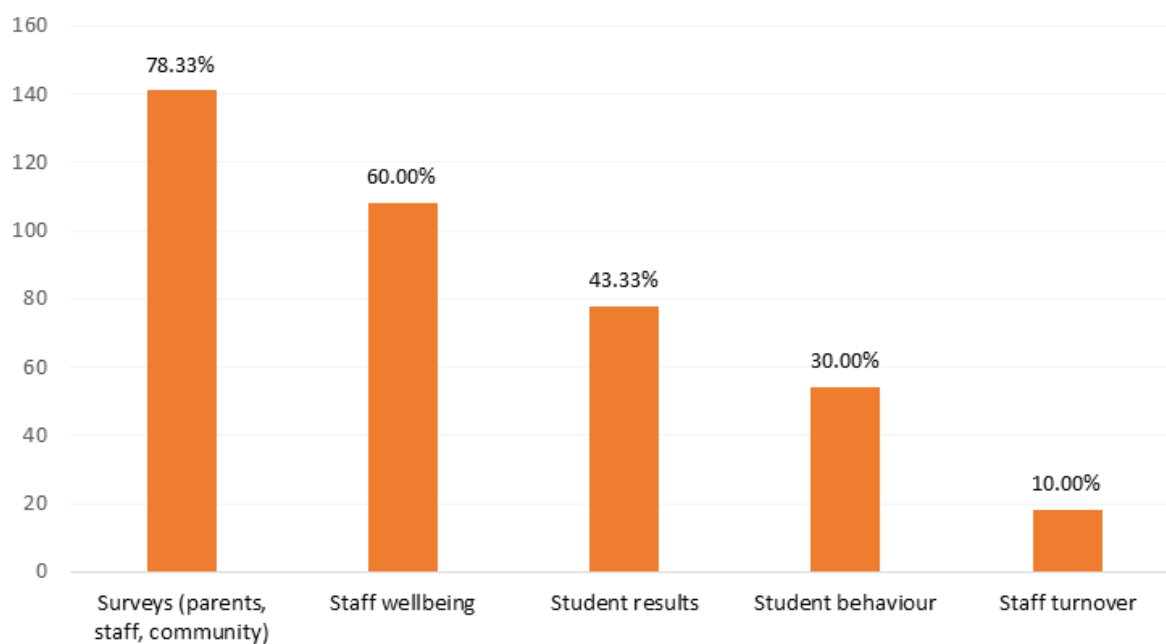
In the final section of the survey, we asked survey participants whether they evaluate the effectiveness of coaching initiatives, and if they do, what methods they use.

Does your institution evaluate the effectiveness of coaching?



✓ Roughly a third of survey participants are unaware if the effectiveness of coaching initiatives and interventions are being evaluated in their institutional context.

How does your institution evaluate the effectiveness of coaching?





Where participants were aware of evaluation on the effectiveness of coaching being carried out within their institution, these methods included:

- ✓ surveys - 78%
- ✓ staff wellbeing - 60%
- ✓ student results - 43%
- ✓ student behaviour - 81%
- ✓ staff turnover - 10%

A variety of other evaluation methods were cited, including:

- ✓ feedback
- ✓ coaching logs
- ✓ interviews
- ✓ reviews
- ✓ classroom observation
- ✓ forums
- ✓ anecdotal evidence

SAMPLE SURVEY RESPONSES

"I am passionate, interested, and determined to learn as much about coaching as I can. I would love to develop a culture of coaching in our school and our college. I'm currently working with a couple of colleagues to start the process of embedding coaching into our school community. I only wish that there was more appreciation of the positive impact of coaching in education for teachers, executive, counsellors, parents and most of all students."

We hope you found this second Annual Industry Survey into Coaching in Education an interesting and useful piece of work which will help to inform your own school improvement planning and strategy. We trust that this will become a benchmarking tool which you will use to evaluate the potential of different initiatives to enhance professional communication and practice in your own institution.

Thank you to all those who took part in this survey!

The 2018 survey will be open in October and we'd be grateful if you were able to contribute.



REFERENCES:

van Nieuwerburgh, C. 2014, *An Introduction to Coaching Skills - A Practical Guide*, Sage Publications, London

van Nieuwerburgh, C., Knight, J. & Campbell, J. (in Press). *Coaching in Education*. In P. Brownell, S. English & J. Manzi-Sabatine (Eds.), *The Professional Coaches' Desk Reference*. New York: Springer

