



Coaching in Education

2016 SURVEY REPORT



GROWTH
COACHING
INTERNATIONAL

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NOTE:

The following report represents figures obtained from this survey and may 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.

Text Analysis

Respondents most frequently used words....

“Team Place Conversations Institution Impact Phase
Experience Book Students Given Staff
Challenging Professional Tool School
Organisation Teachers Growth Model Practice Life
Skills Focused Positive Love Valuable Understand Coachee
Course”

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SURVEY HIGHLIGHTS



- 643 people completed the survey
- Respondents were mainly from Australia
- The majority of the Coaching in Education Survey respondents were senior leaders, female and have worked in education for over 15 years.
- 62% of respondents said that coaching is a **formal** part of their role

EXPERIENCE BEING COACHED

- 86% of respondents have experience in *being* coached themselves. Roughly half were coached by someone within their institution and the other half by someone external to their institution
- 89% of those to whom this question was applicable said that their **professional practice improved** after receiving coaching
- 96% of those to whom this question was applicable said that they agreed that they were **more open to giving and receiving feedback** after being coached
- 97% of those to whom the question was applicable agreed that their **conversations with colleagues has improved** after being coached
- Whilst some were unsure whether their coaching had any impact on their students, many others did agree that 'yes, students seemed to have increased.... **wellbeing (40%), resilience (31%), engagement (43%) and hopefulness (33%)** as a result of my coaching'

EXPERIENCE COACHING OTHERS

- 93% of survey respondents had experience coaching others and they were mostly likely (59%) to have coached someone else from within their institution.
- Most had coached people more than 12 times in the past 12 months

COACHING TRAINING

- Of those coaching others 92% have participated in some sort of formal coach training or professional learning
- Most (28%) had completed between 8-15 hours of training in the past 12 months
- People undertook coach training because the following factors are **important** to them:
 - It improves my professional practice 99%
 - It will support my personal and professional growth 98%
 - It enhances my relationships with colleagues 96%
- The **least important** reasons for them in doing coach training were:
 - I need the hours for my accreditation/registration 74% unimportant
 - It's mandated by my superiors 66% unimportant
- Since doing coaching training 99% of those to whom this question was applicable agreed that their professional practice has improved
- Since doing coaching training 99% of those to whom this question was applicable agreed that they were more open to giving and receiving feedback
- Since doing coaching training 99% of those to whom this question was applicable agreed that their conversations with colleagues had improved
- Once again, we saw that some were hesitant to say categorically that they saw improvements in their students since they undertook coach training. Others saw improvements in engagement (45%) and wellbeing (42%). There were also improvements noted in hopefulness (38%) and resilience (35%).

- 58% noted improved conversations with parents of students since they did coach training

COACHING CULTURE

(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.)

- Most schools are either starting to implement a coaching culture (38%) or building a coaching culture (37%), only 10% of respondents felt their school had a strong coaching culture already established.
- When we asked which group of people could **benefit the most from having a coach**, the highest percentages pointed to 'People being developed in their roles' (91%) and 'People who leads teams' (89%) but we noticed in the 'other' section of the question many people said 'everyone' and 'all of the above'
- When we asked which group of people would **benefit most from having coaching skills**, the two highest groups were 'People who leads teams' (95%) and 'Those who have performance development conversations with others' (90%)

COACHING IMPLEMENTATION

- The area within the respondent's institutions where the most coaching takes place is 'coaching to improve professional practice'. This is also the area where most plan to extend coaching in their institutions.
- The second largest area of coaching implementation is in 'improving leadership skills'. This is the area which was identified as the second priority for future extension of coaching programs.
- The third largest area of coaching implementation is coaching to improve students' success and wellbeing. Again, this is the third priority for extension of coaching programs.
- The area where coaching is least applied is in coaching to improve community relations. This is also the area identified as the least likely area for the extension of coaching programs.
- 12% of respondents said there was no coaching being implemented yet in their institution.

EVALUATION EFFECTIVENESS

- Only a minority of respondents (35%) are aware of evaluation taking place.
- Those that do evaluate coaching do it in a number of ways such as (in order): Surveys (76%); Staff wellbeing (53%); Student results (42%) and Student behaviour (29%). Those who answered 'other' to this question included the following methods of evaluation: feedback, observation, discussion and critical conversations for example.

Survey Participants

Number of Participants

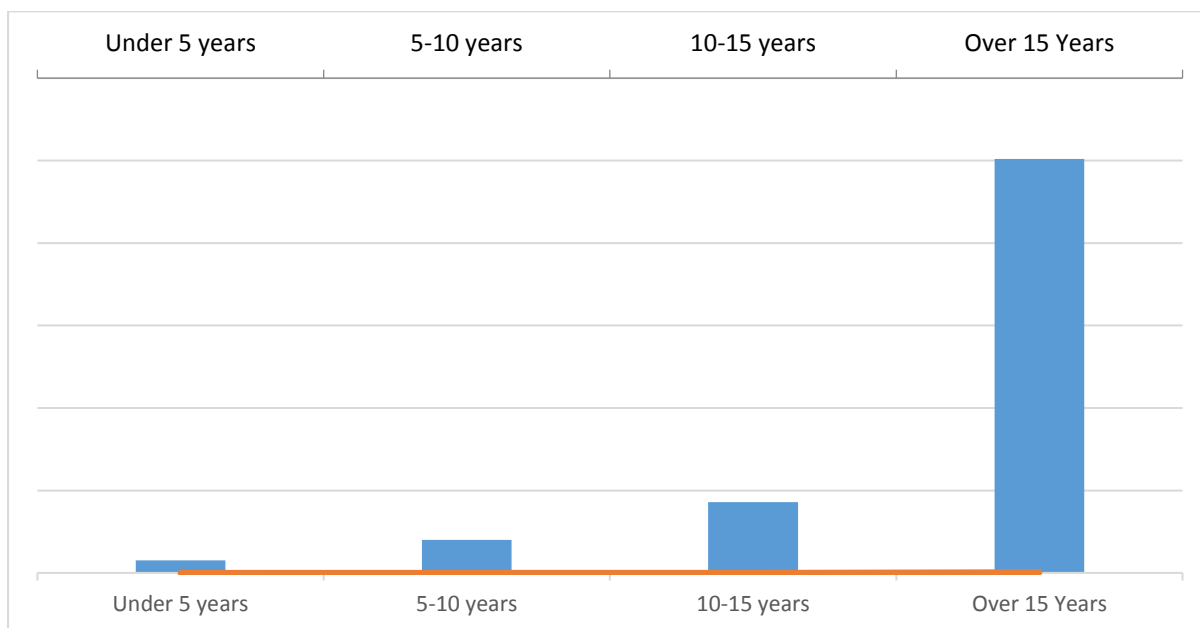
643 People responded to the survey

Survey Period

The survey was open for a period of 4 weeks in November 2016.

Participant Profile

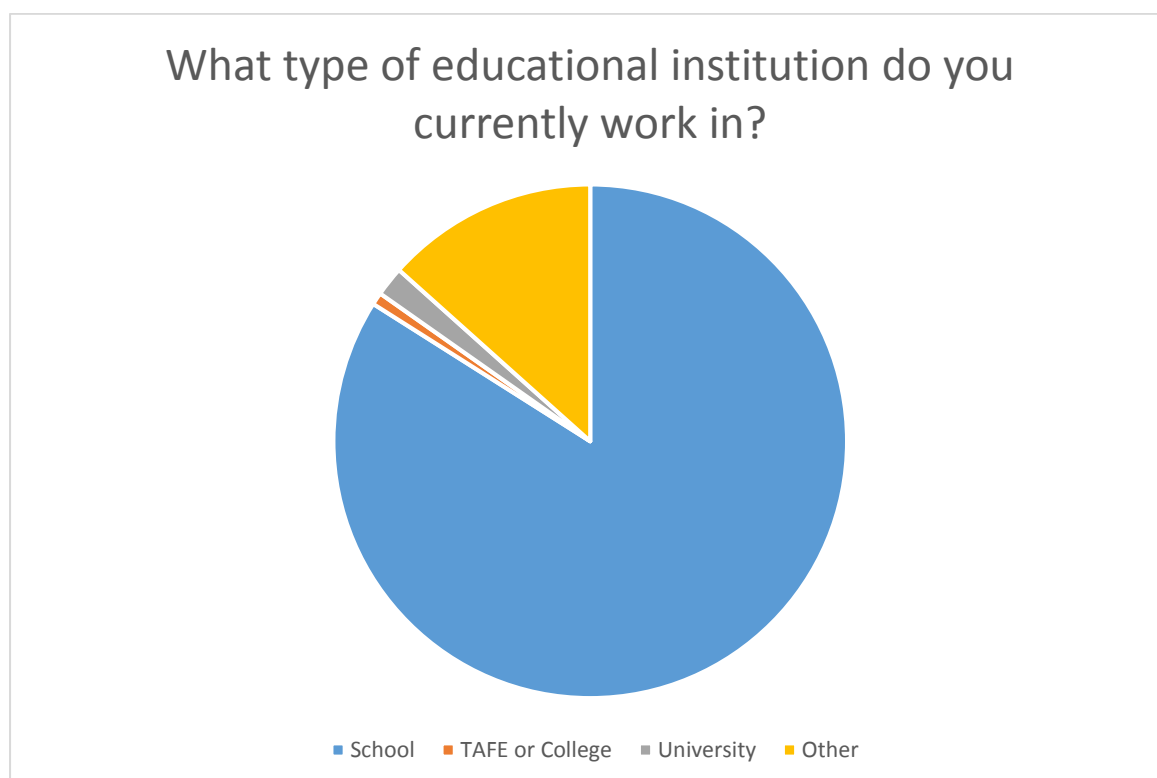
Years' Experience in Education



Most respondents (78%) were long-time educators, having worked in education for over 15 years.

- >15 years 78%
- 10-15 years 13%
- 5-10 years 6%
- <5 years 2%

Type of Institution



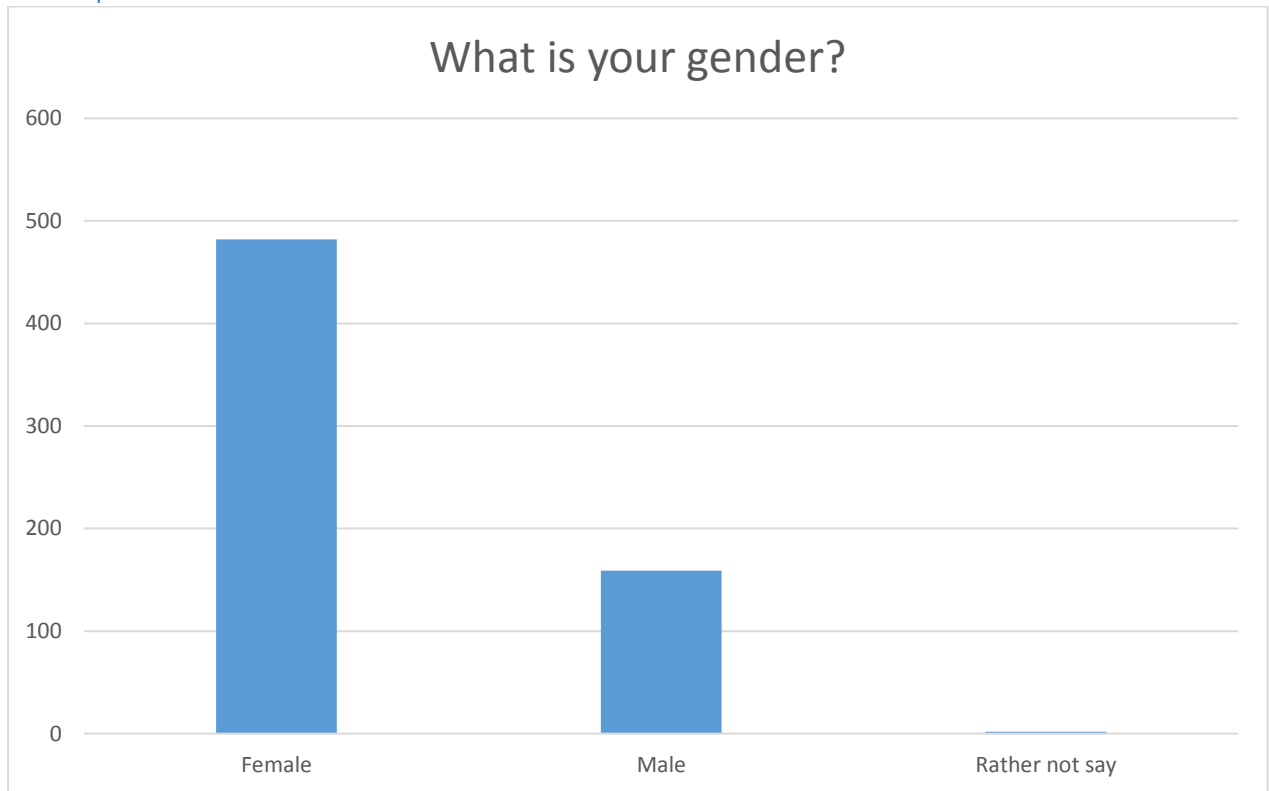
Survey respondents place of work:

- SCHOOL 84%
- OTHER* 13%
- UNIVERSITY 2%
- TAFE or College 1%

*Those who answered 'Other' come from:

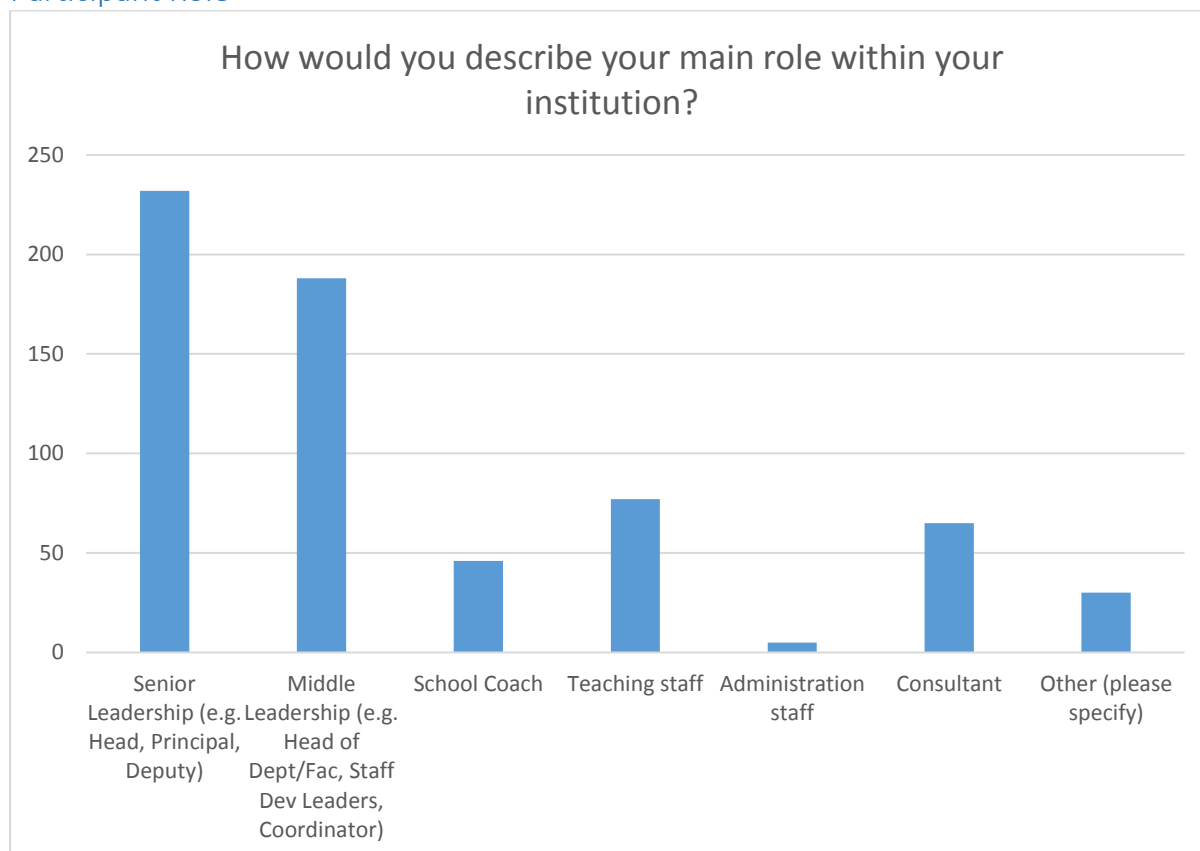
- Consultancy 35%
- Central Office or System 22%
- Corporate 12%
- District Office/Region 6%
- Advisor 4%

Participant Gender



- Female 75%
- Male 25%

Participant Role



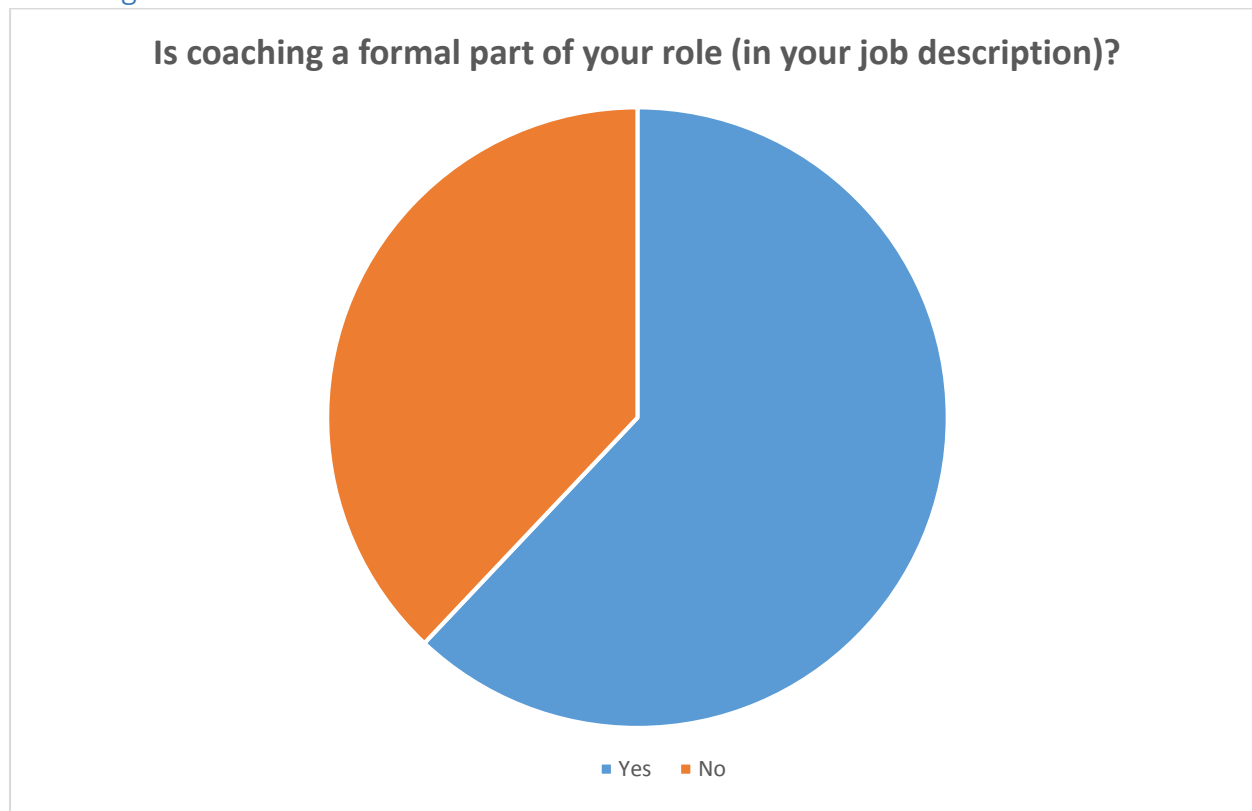
Most respondents are currently in a senior leadership role.

- Senior Leadership 36%
- Middle Leadership 29%
- Teaching Staff 12%
- Consultant 10%
- School Coach 7%
- Other* 5%

Those who answered 'Other' describe their roles as:

- Principal or Executive Coach
- Consultant
- Co-ordinator
- Advisor
- Master Teacher

Coaching as Formal Part of Usual Role

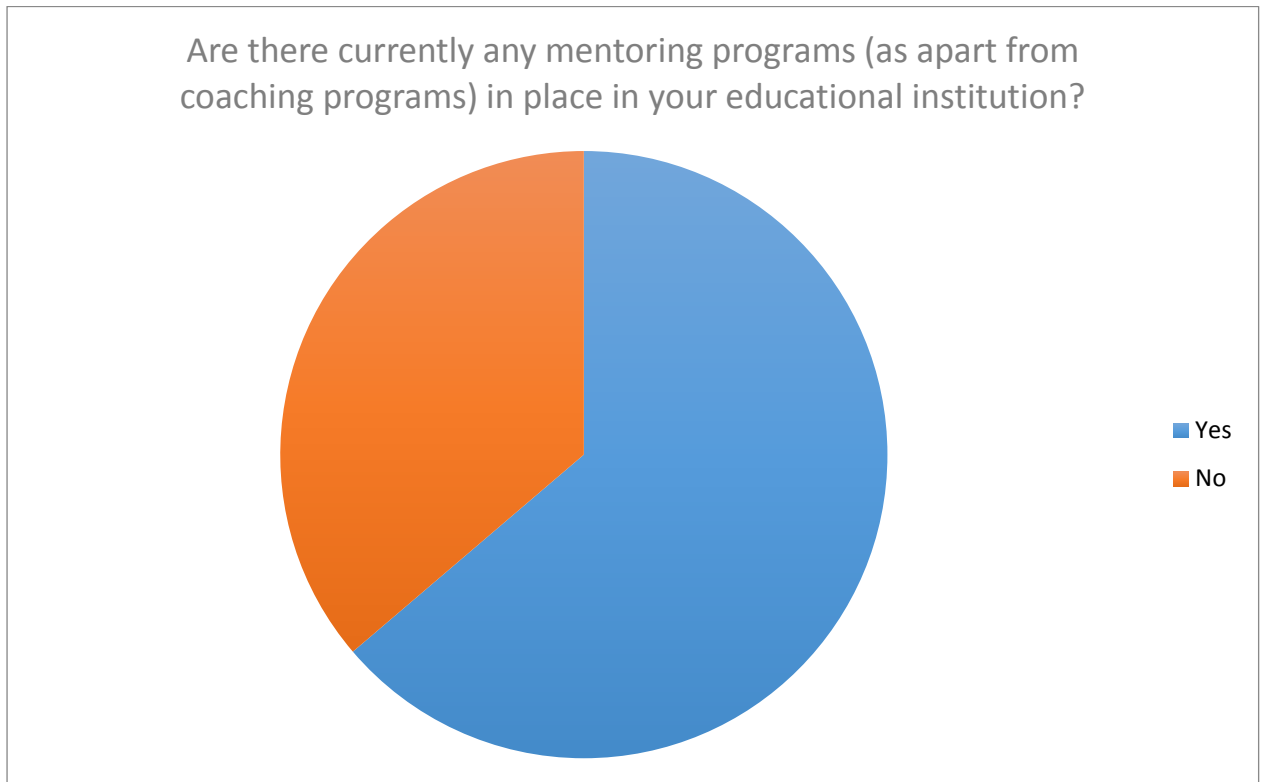


- YES
62% of respondents answered that coaching is a formal part of their role description
- NO
38% of respondents answered that coaching is not a formal part of their role

“As we are a small school, coaching is not formalised, rather informal as required”

“My coaching role within my institution is continually changing in keeping with the changing staffing profile, team leadership and professional learning needs across the school. Whilst no formalised or major coaching data has been requested, the feedback surveys I have conducted have been very positive in my effectiveness in adding value to teaching and learning growth with the staff and teams with whom I have coached.”

Mentoring Programs Offered (as apart from Coaching Programs)



Mentor programs in place in your institution?

- YES 64%
- NO 36%

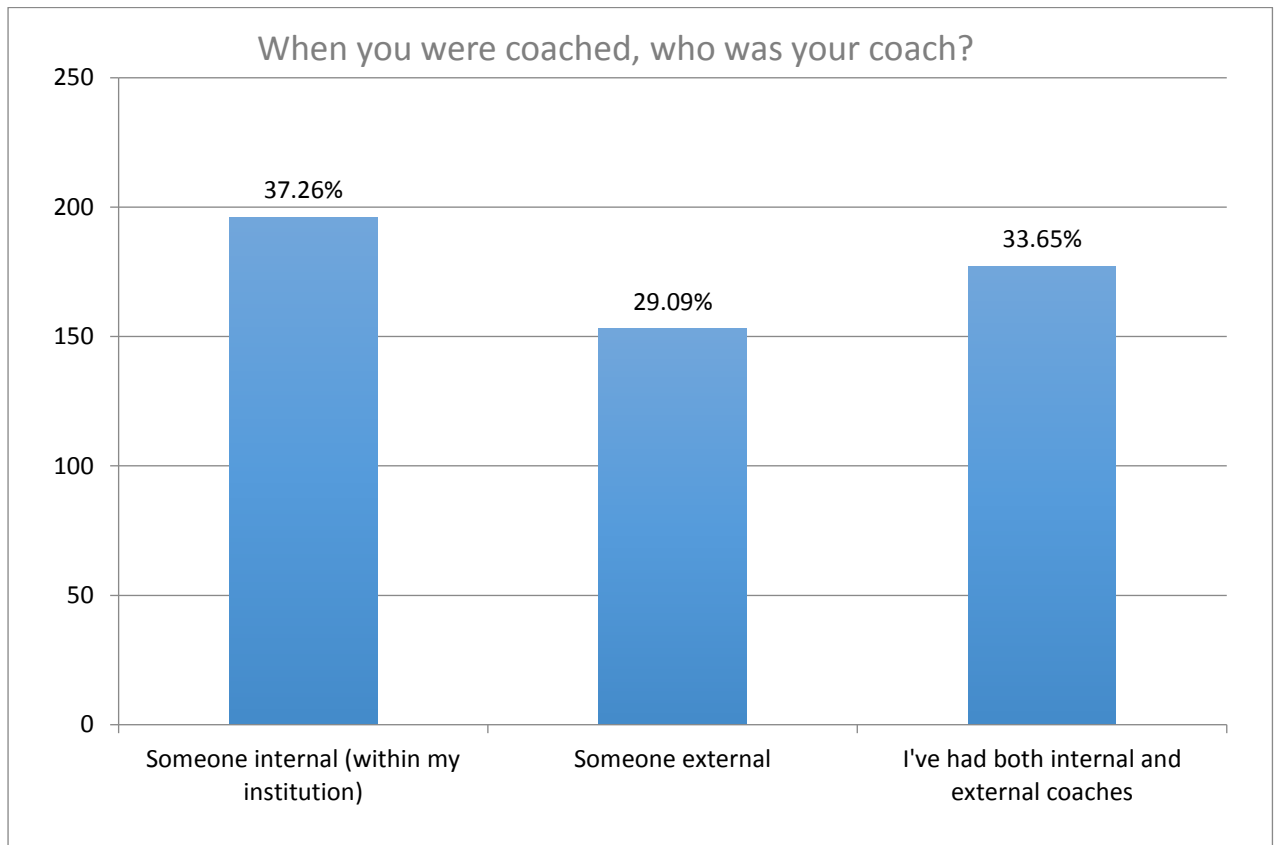
Participants Experience Being Coached



Experience with *being* coached?

- No experience being coached 14%
- Some experience being coached 86%

Coach Origin

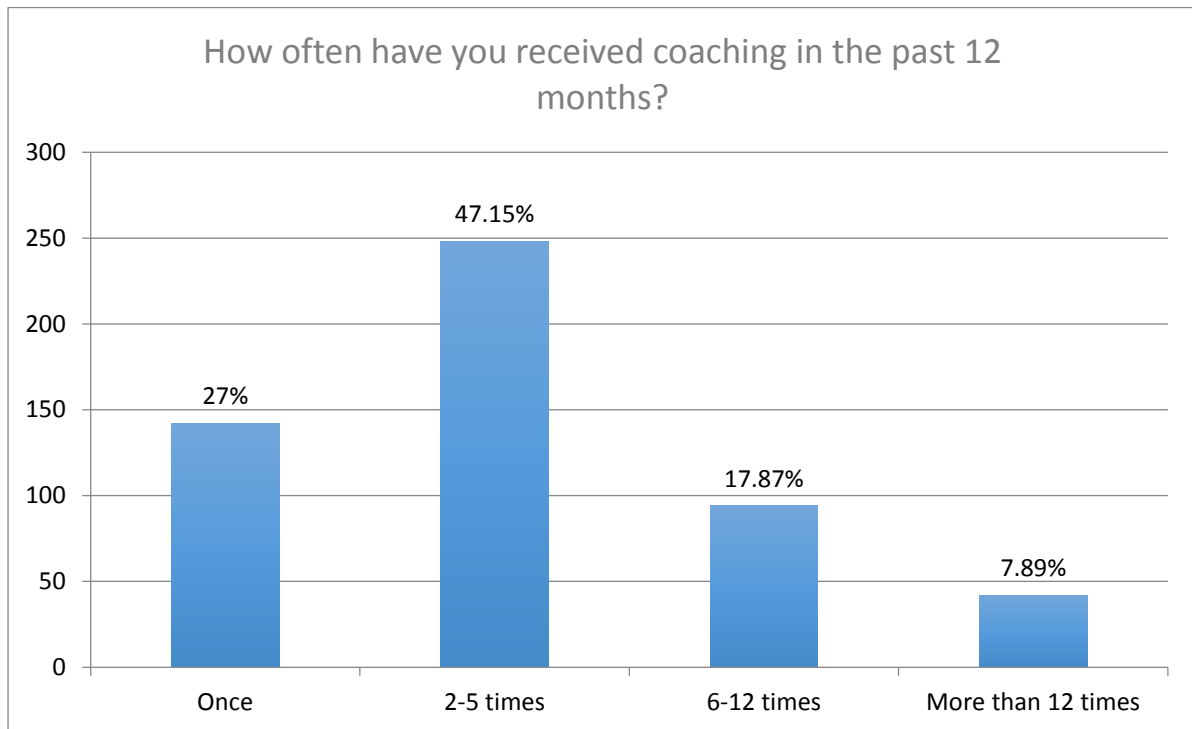


The distribution between external and internal coaching experienced by respondents is approximately equal (internal being marginally more).

- Coached by someone internal (within my institution) 37%
- Coached by Someone external 29%

117 people skipped this question as they have no experience with being coached.

Frequency of Being Coached (within last 12 months)



The majority of respondents – 47.15% - have received coaching between two and five times within the last year.

117 people skipped this question as they have no experience with being coached.

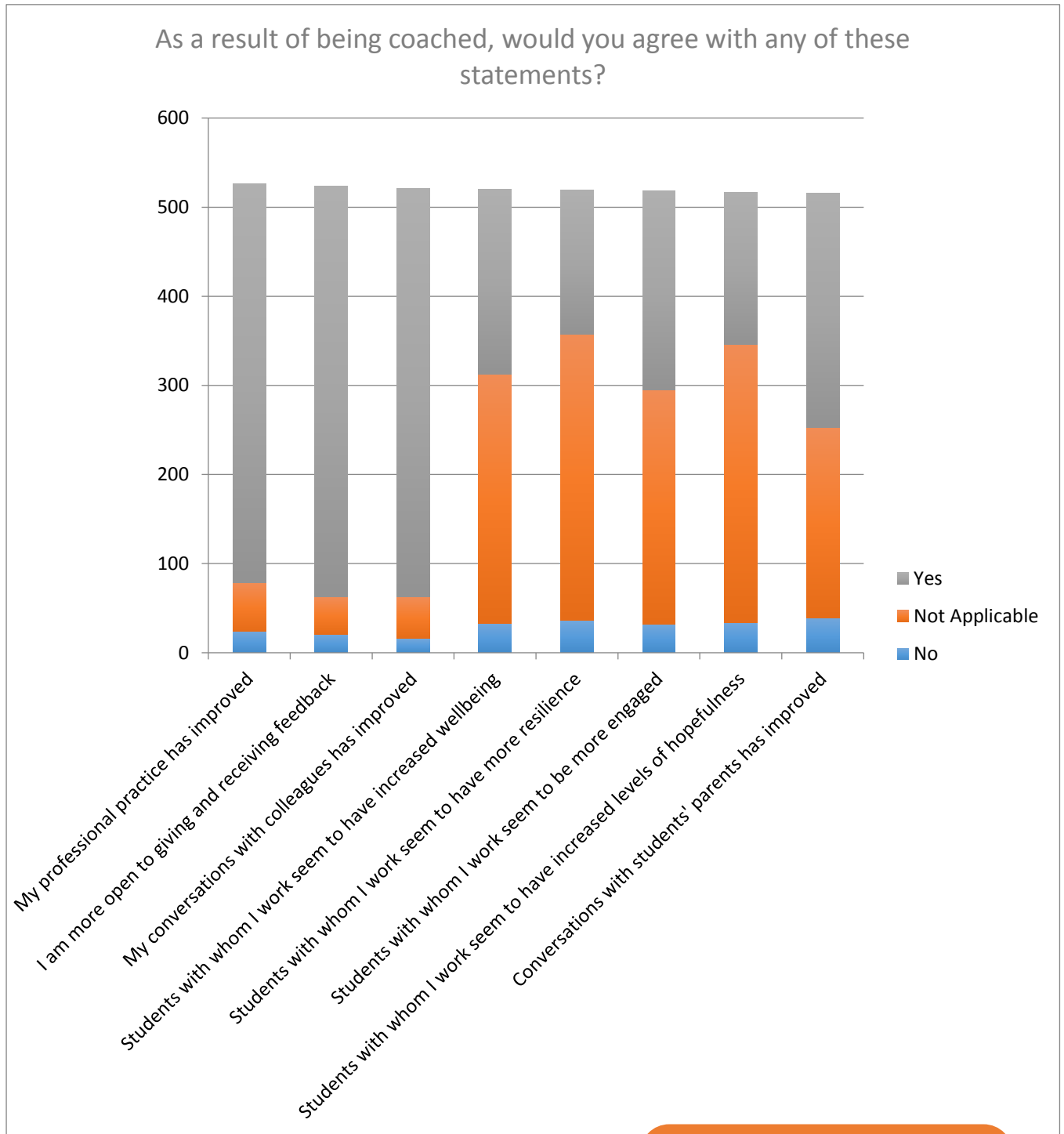
Number of times respondents received coaching within the past year:

- 2-5 times 47%
- Once 27%
- 6-12 times 18%
- More than 12 times 8%

“Coaching is a powerful tool to help staff and students resolve issues.”

“In an organisation that feels right, functions well and does good, there is coaching.”

Outcomes for coachee



The majority of respondents report favourable outcomes.

"It worked!"

"I was surprised at how relaxed I felt having a colleague in the room and the conversation afterwards was effective and focused."

My professional practice has improved

- YES 85%*
- NO 10%
- N/A 5%

*89% of those to whom this question was applicable answered YES

I am more open to giving and receiving feedback

- YES 88%*
- NO 4%
- N/A 8%

*96% of those to whom this question was applicable answered YES

My conversations with colleagues has improved

- YES 88%*
- NO 3%
- N/A 9%

*97% of those to whom this question was applicable answered YES

Students with whom I work seem to have increased wellbeing

- YES 40%
- NO 6%
- N/A 54%

Students with whom I work seem to have more resilience

- YES 31%
- NO 7%
- N/A 62%

Students with whom I work seem to be more engaged

- YES 43%
- NO 6%
- N/A 51%

Students with whom I work seem to have increased levels of hopefulness

- YES 33%
- NO 7%
- N/A 60%

Conversations with students' parents has improved

- YES 263 51%
- NO 214 41%
- N/A 39 8%

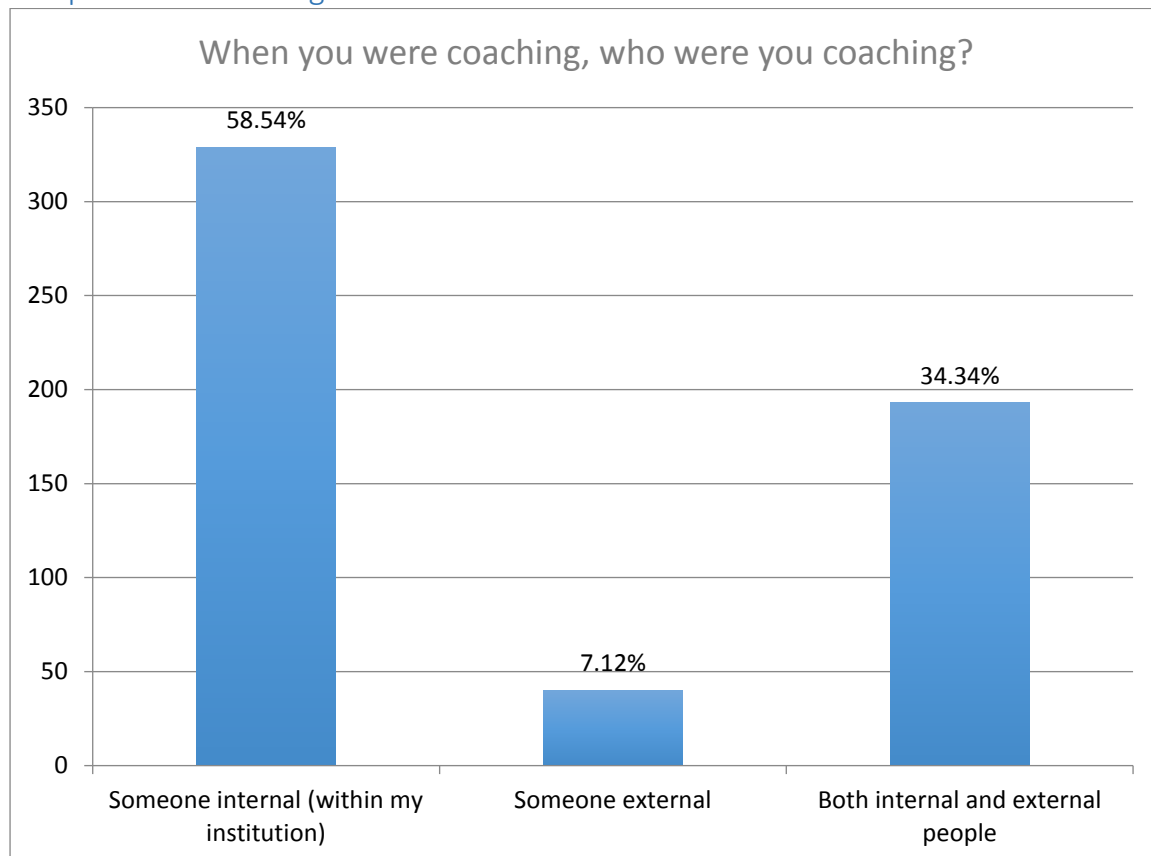
Experience Coaching Others



The vast majority of respondents – 93.27% - report having some experience coaching others.

- No experience with coaching others 7%
- Some experience with coaching others 93%

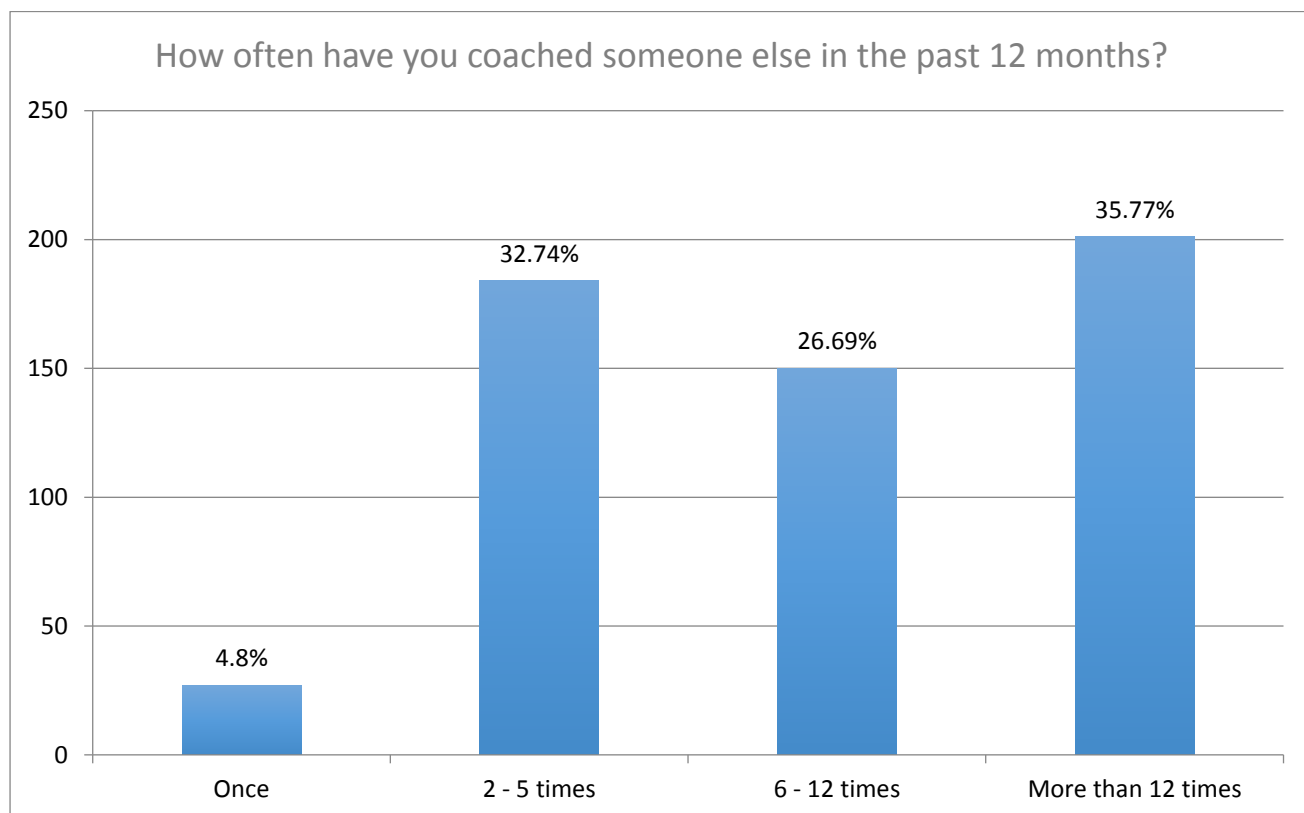
Recipients of Coaching



Respondents are more likely to have conducted internal coaching sessions.

- I coached someone internal (within my institution) 59%
- I coached someone external 7%
- I coached both internal and external people 34%

Frequency of Coaching Others



The majority of respondents have coached multiple times within the last 12 months.

In the past twelve months' respondents coached others:

- >12 times 36%
- 6-12 times 27%
- 2-5 times 33%
- Once 5%

“It has been a very valuable process. The most important thing I have discovered is that those staff you are given to coach need to be willing to participate and be coached otherwise there is no benefit to either the coach or coachee”

Participation in Formal Coach Training/Professional Learning

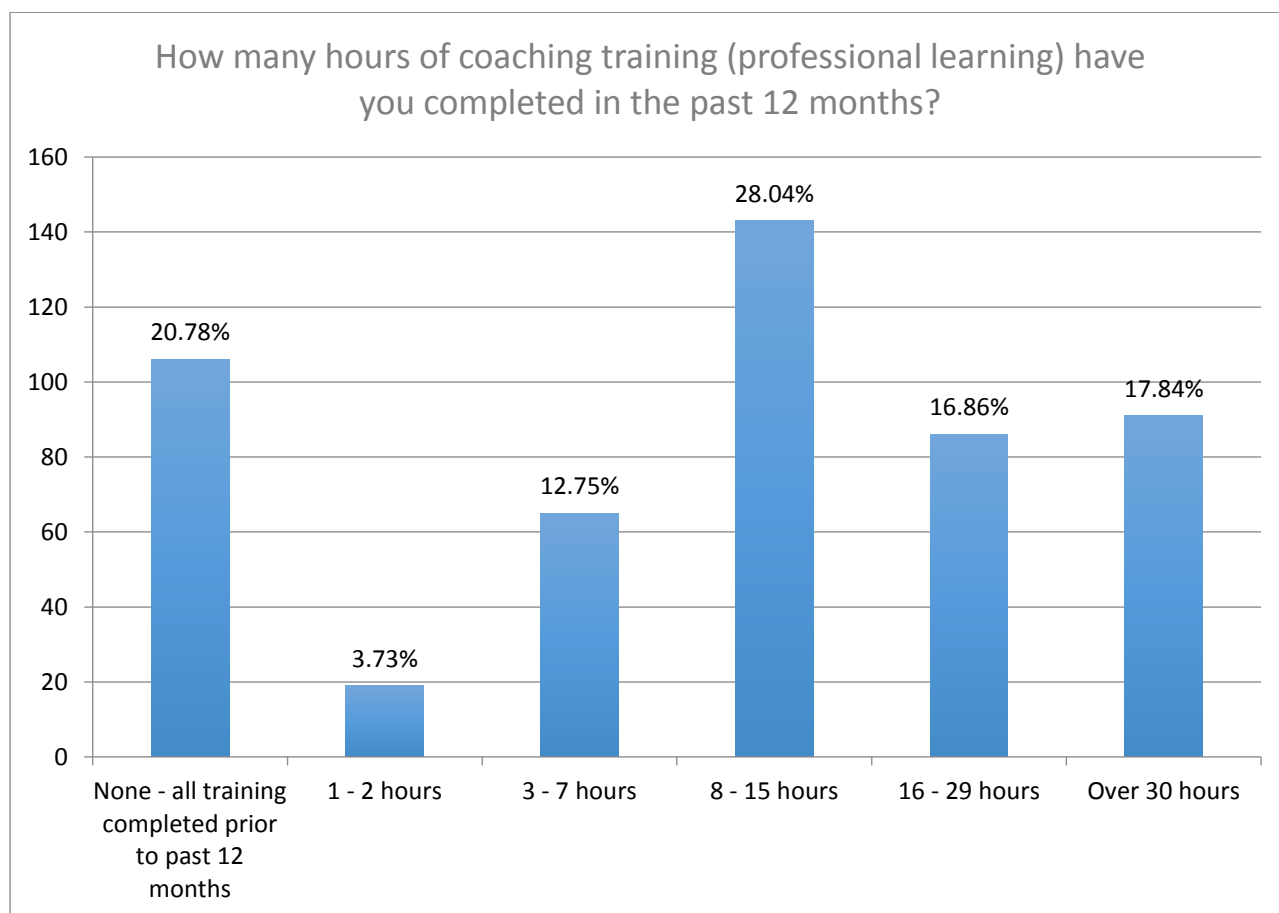


The majority of respondents –92% - have participated in formal coach training or professional learning.

Respondents who have participated in formal coach training or professional learning

- YES 92%
- NO 8%

Coaching Training



The majority of survey respondents had received 8-15 hours of coach training in the past 12 months.

- >30 hours 18%
- 16-29 hours 17%
- 8-15 hours 28%
- 3-7 hours 13%
- 1-2 hours 4%
- Training done prior to past year 21%

“Coaching training was one of the most powerful professional learning opportunities I have ever had. I use the strategies daily”

“The most valuable learning experience I've been engaged in.”

“Following the GROWTH model has been successful for me.”

“Coaching has been the best professional development I have been involved in during the last few years! It has changed my practice and enabled me to work better with my middle leaders developing their leadership capabilities.”

Objectives for Coaching Training



People undertook coach training because they believed the following factors were **important** to them (in order)....

- It improves my professional practice 99%
- It will support my personal and professional growth 98%
- It enhances my relationships with colleagues 96%
- I have a love of learning 95%
- It improves my confidence 89%
- It improves the wellbeing of students with whom I work 72%
- It enhances my credibility within the education sector 68%
- It's mandated by my professional standards body 60%
- It improves my career prospects 59%

In contrast, the following factors were largely **unimportant**

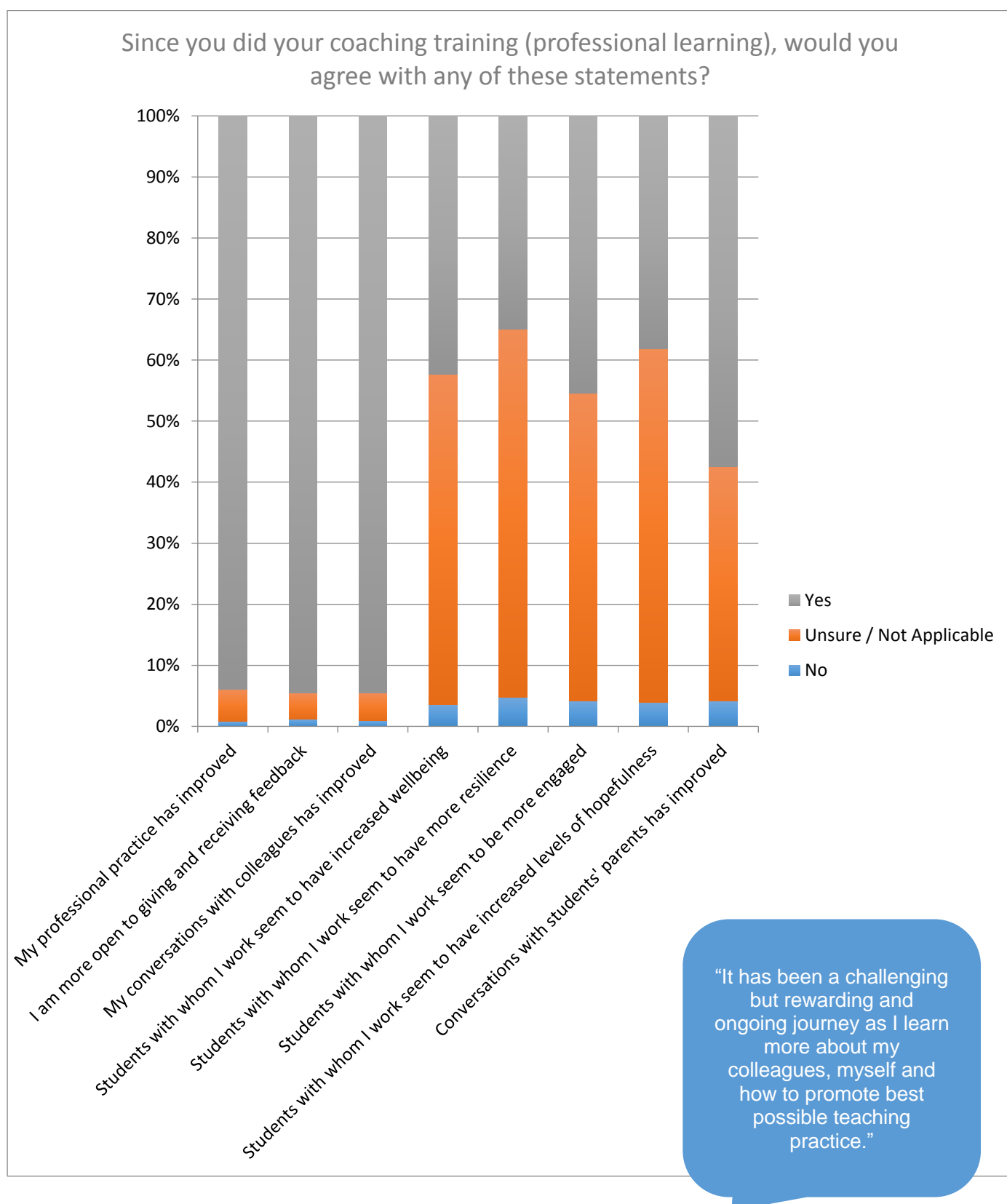
- I need the hours for my accreditation/registration 74% unimportant
- It's mandated by my superiors 66% unimportant

Other reasons people undertook coaching training include:

- Desire to help and support others esp. teaching capacity
- Supports school improvement
- Strengthens leadership
- Builds teamwork
- Enhances wellbeing
- Enhances capacity of others
- Support future leaders
- Makes difficult conversations a bit easier
- Saw value in it for other avenues (eg sport)
- Enhances the culture of the school

“One of the best things a teacher/principal can do to support their professional practice”

Coach Training Outcomes



The majority of respondents have experienced positive outcomes.

My professional practice has improved

- YES 94%*
- NO 1%
- N/A 5%

*99% of those to whom this question was applicable answered YES

I am more open to giving and receiving feedback

- YES 95%
- NO 1%
- N/A 4%

*99% of those to whom this question was applicable answered YES

My conversations with colleagues has improved

- YES 94%
- NO 5%
- N/A 5%

*99% of those to whom this question was applicable answered YES

Students with whom I work seem to have increased wellbeing

- YES 42%
- NO 4%
- N/A 54%

Students with whom I work seem to have more resilience

- YES 35%
- NO 5%
- N/A 60%

Students with whom I work seem to be more engaged

- YES 45%
- NO 4%
- N/A 50%

“I have found the process personally empowering and I believe my professional relationships with staff have improved as a result.”

Students with whom I work seem to have increased levels of hopefulness

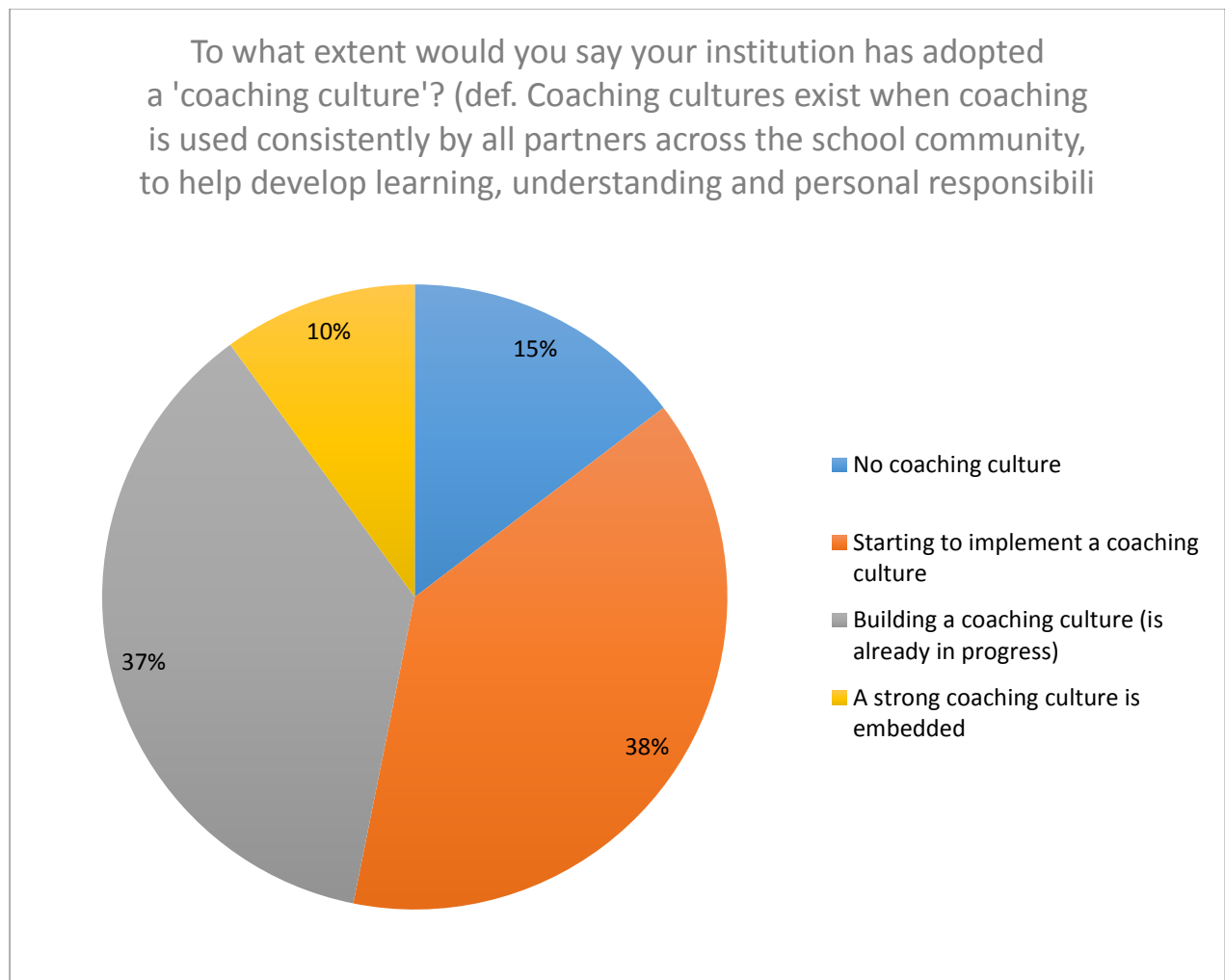
- YES 38%
- NO 4%
- N/A 58%

Conversations with students' parents has improved

- YES 58%
- NO 38%
- N/A 4%

Coaching Culture Within Institution

How Established is a 'Coaching Culture' in your Institution?



Most respondents report that their institutions are in the preliminary stages of building a strong coaching culture.

- No coaching culture 15%
- Starting to implement coaching culture 38%
- Building a coaching culture 37%
- Strong coaching culture embedded 10%

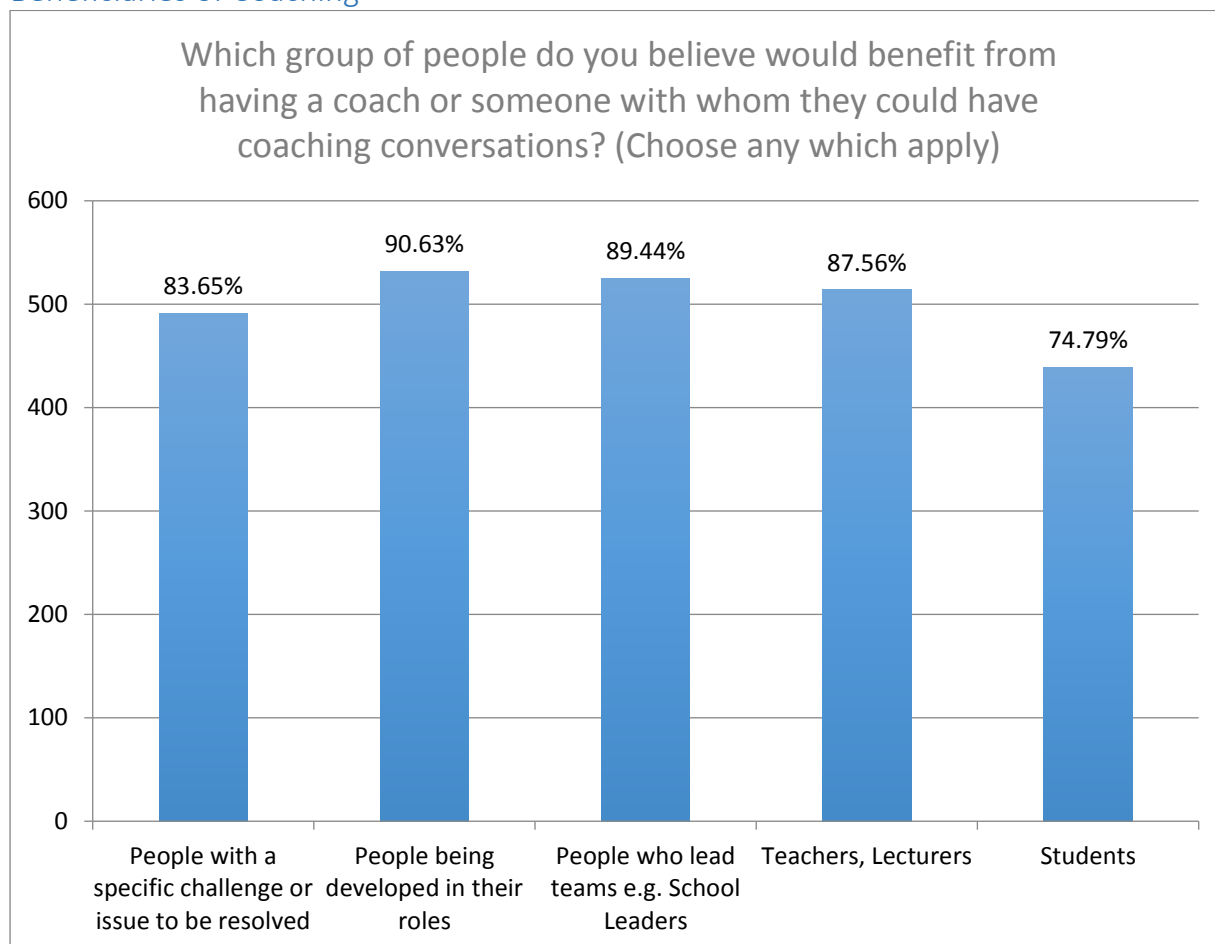
"I personally highly value the coaching model, but it is difficult to measure the impact or argue a case for further investment in the program. School leaders need to be on board."

"I'm relatively new to this school so am allowing others who are trying to establish 'coaching', their own opportunities."

"In my experience coaching is a fundamental strategy to grow any organisation - along with the individuals within the organisation."

"It's really powerful and can change culture in a school as well as people."

Beneficiaries of Coaching



Respondents largely believe that anyone can benefit from having a coach or someone they could have coaching style conversations with.

- People being developed in their roles 91%
- People who leads teams 89%
- Teachers and Lecturers 88%
- People with a specific challenge or issue 84%
- Students 75%

Other:

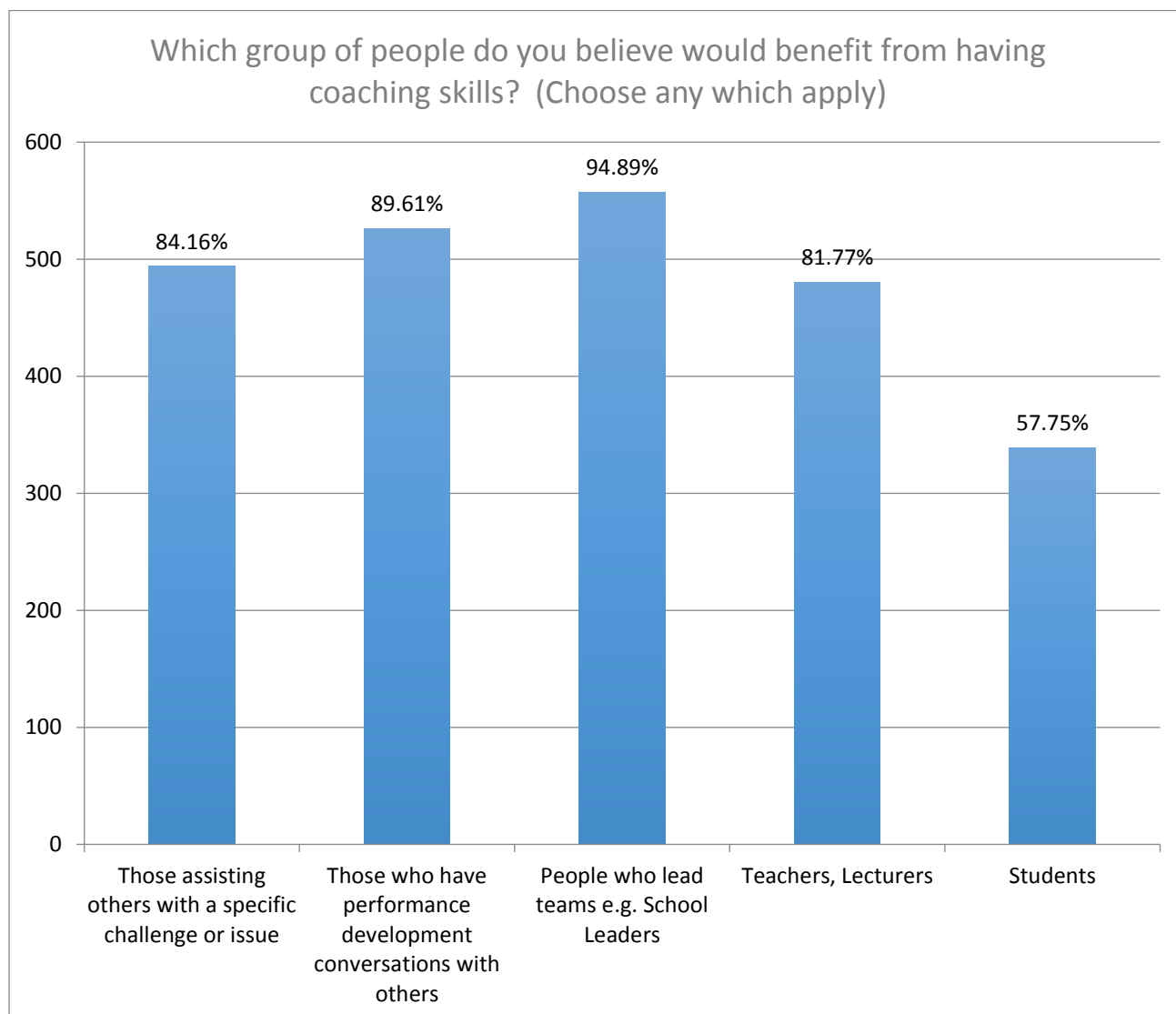
- All of the above (most popular answer)
- Everyone
- Directors of education
- Office staff, Educational Assistants, Caregivers
- Nurses with DET
- few people
- Parents
- Teaching aides / assistants
- People new to their role

“We see the benefits regularly with those who have been coached, have coached and are entering into coaching as a part of their conversational repertoires.”

“I think coaching is a valuable skill and it is my hope to build the skills with staff to assist in their everyday work and thus impact upon the students we teach”

“Enabling coaching specifically targeting beginning teachers. Often, they are unsure of what they need to work on since they are new to the role.”

Suggested Beneficiaries of Coaching Skills



Respondents largely believe that all groups would benefit from developing coaching skills.

- People who leads teams 95%
- Those who have performance development conversations with others 90%
- Those assisting others with a specific challenge or issue 84%
- Teachers & Lecturers 82%
- Students 58%

Other:

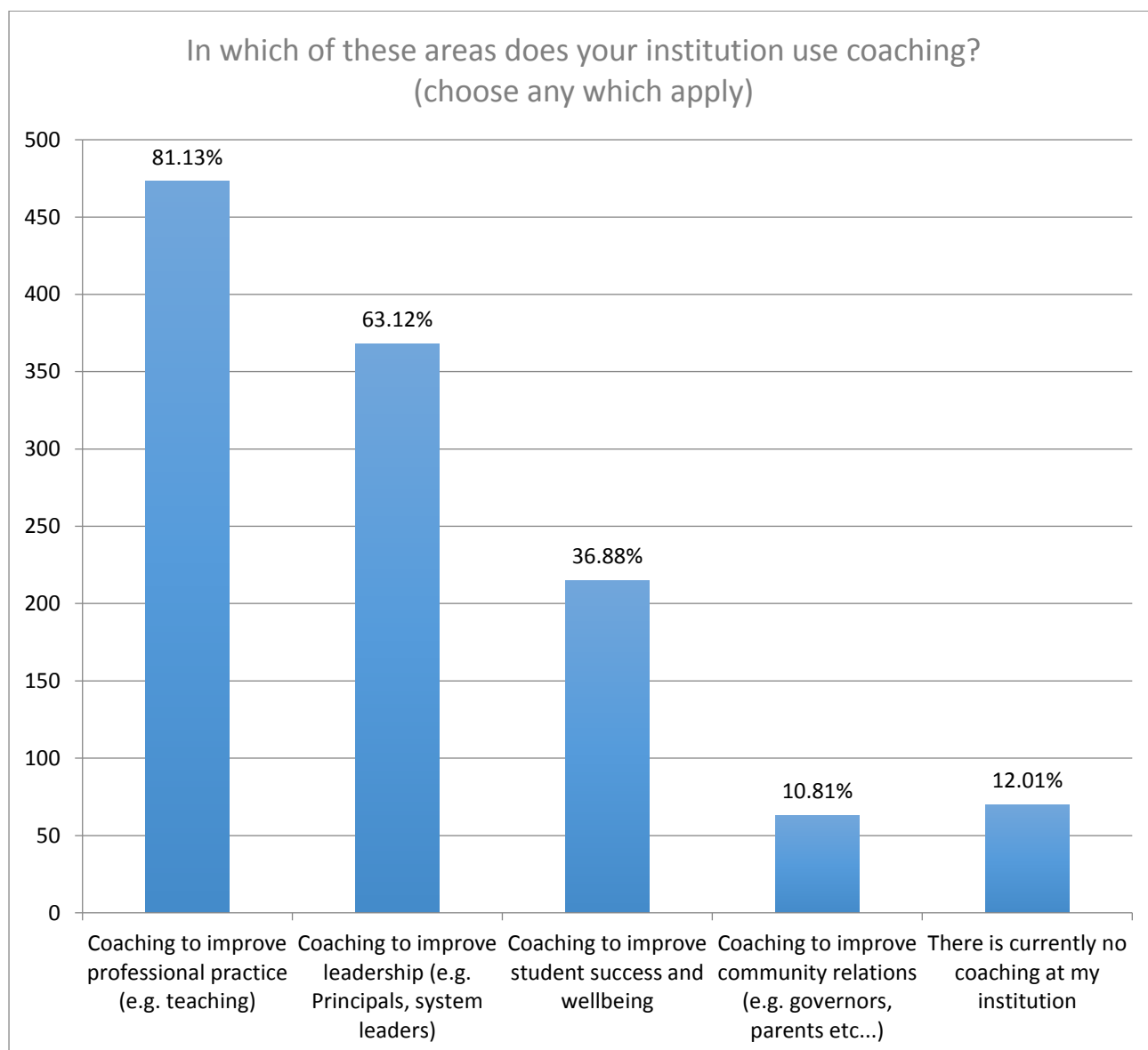
- All of the above (*most popular answer*)
- Everyone
- Office staff, Educational Assistants, Caregivers
- DET nurses
- Teaching aides / assistants
- People new to their role

“Coaching should be available to every person in their work situation. Coaching enables a coachee to explore and develop areas of their work life or personal life where they are feeling they need development”

“A coaching approach to engaging with colleagues has shifted my perspectives on my professional role.”

“My coaching experience is a valuable resource.”

Areas in which Coaching is Being Implemented



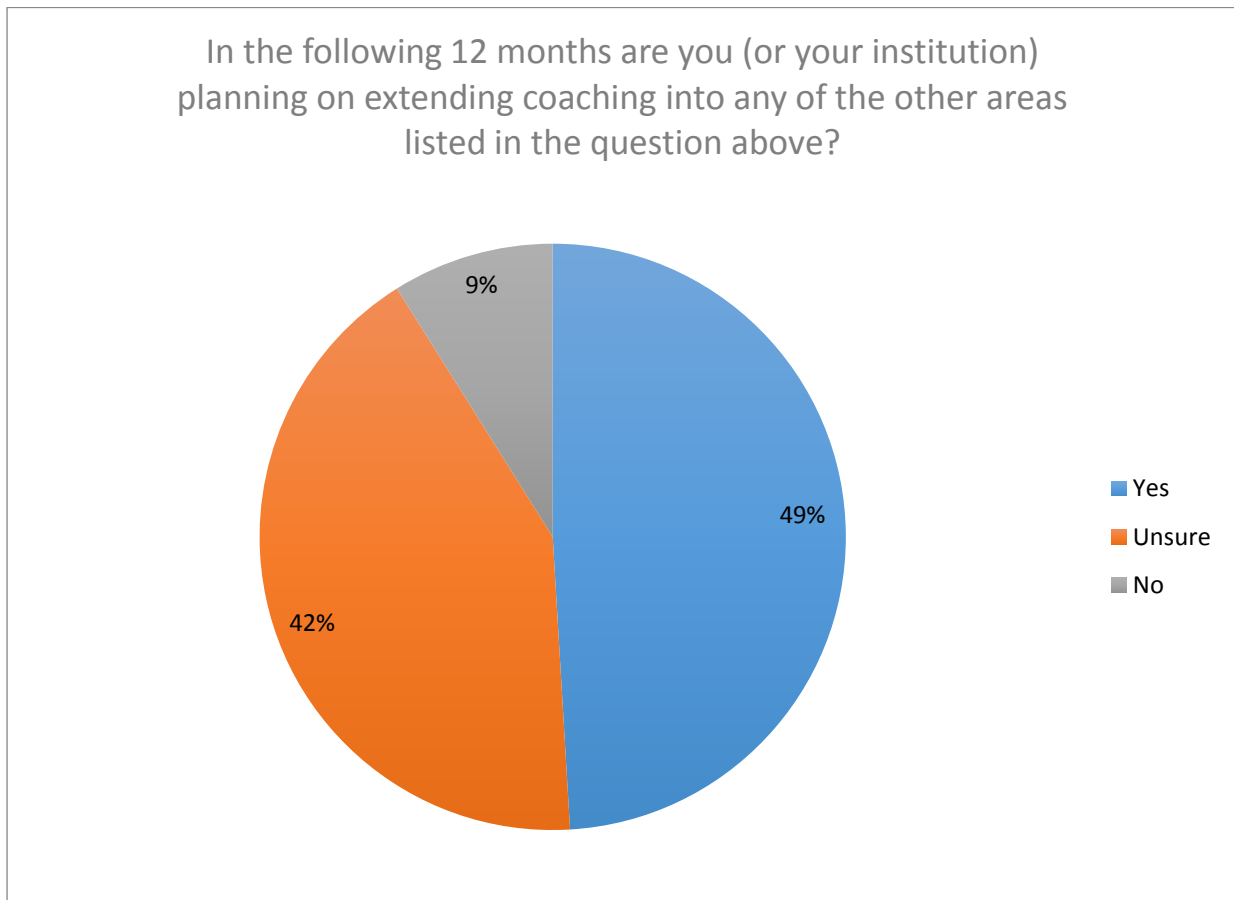
The majority of respondents indicated that coaching was already implemented in their institution to improve professional practice. Coaching to improve community relations was the area with the lowest implementation rates.

Areas in which Coaching is being implemented:

- Coaching to improve professional practice 81%
- Coaching to improve leadership skills 63%
- Coaching to improve students success and wellbeing 37%
- No Coaching currently in the institution 12%
- Coaching to improve community relations 10%

“It is a great tool for self-direction, but takes time to embed in an organisation. Would be useful to develop a three-year strategy.”

Potential Expansion of Coaching Programs (within Institution)

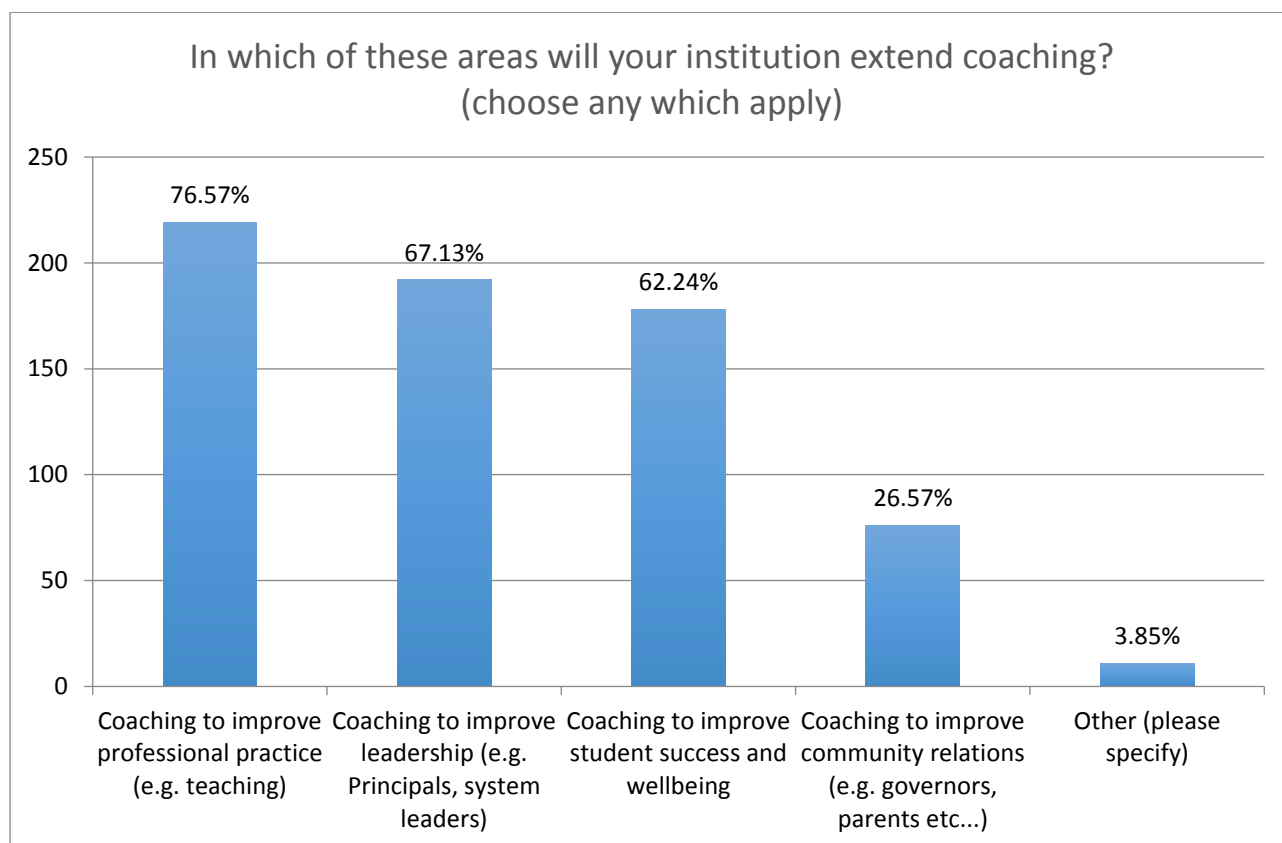


A slim minority of participants report that their institution envisages the expansion of their coaching programs within the next year.

“(Coaching) works best when both the coach and coachee understand the protocols/purpose of coaching”

“I use the language and process of the GROWTH model when I work with teachers. I find that they respond in a positive manner and reach their goals - more so than before this model was implemented.”

Extending Coaching



Areas in which respondent's institutions plan to extend coaching:

- 77% of respondents plan to extend coaching programs within Professional practice
- 67% of respondents will extend coaching within leadership
- 62% of respondents will extend coaching to improve student success and wellbeing
- 27% will extend coaching to improve community relations

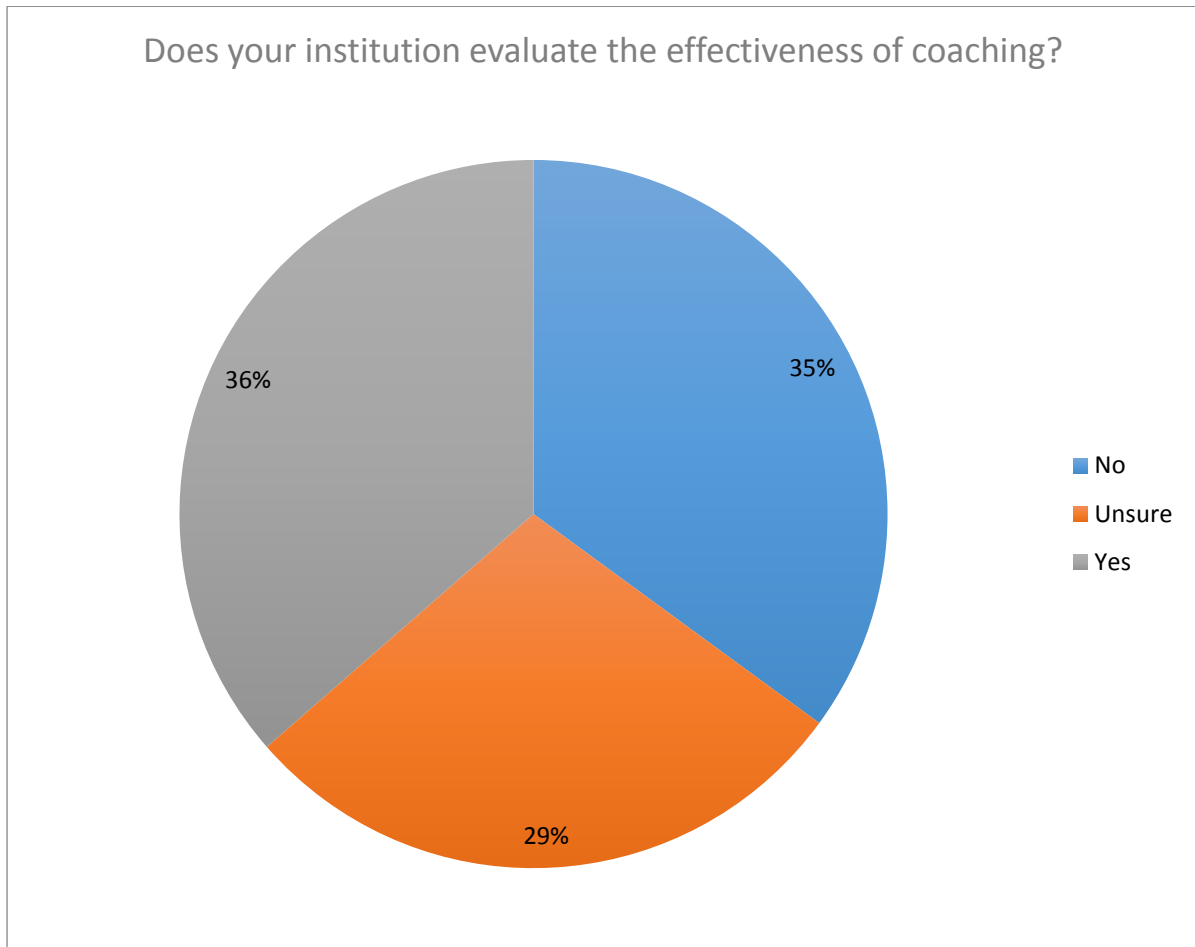
Other interesting areas where coaching will be extended:

- We are currently exploring the creation of a cluster of schools in our geographical area to implement a structured approach to positive education/psychology within our schools and parent community.
- Coaching supervision to improve coaching practice
- Middle leadership
- To provide support to wellbeing of staff
- Coaching re. IT skills
- To improve the quality of feedback to teachers, students and parents.

"We are starting to look at developing coaching impact statements with coachees."

"Coaching should be more accessible and part of everyday practice as it is currently expensive to be involved with for students to be workshopped and teachers to be taught how to coach effectively."

Evaluating Effectiveness of Coaching Programs



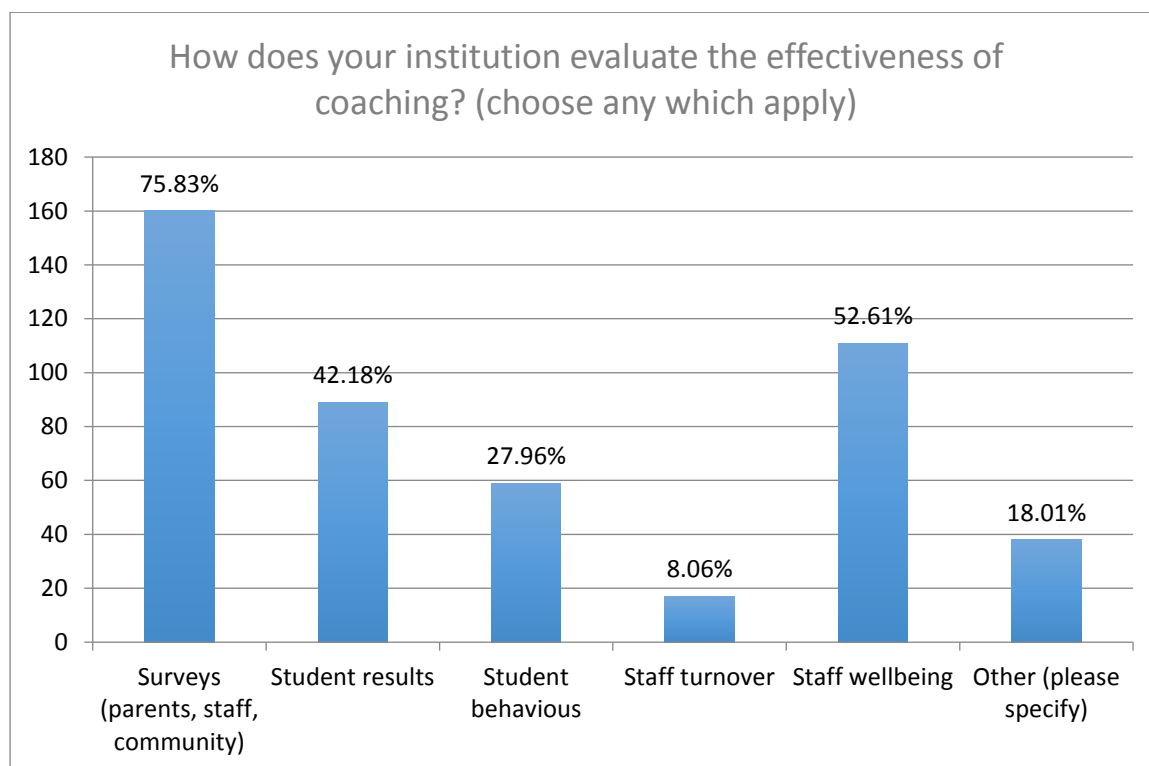
Only a minority of respondents – 35% - are aware of evaluation taking place.

Does your institution evaluate the effectiveness of coaching?

- YES 36%
- NO 35%
- UNSURE 29%

“It is hard to evaluate the success of coaching students as the results are seen down the track when they are no longer at school.”

Evaluating the Effectiveness of Coaching



Evaluation method – *how* does your institution evaluate the effectiveness of coaching:

- Surveys (parents, staff, community) 76%
- Staff wellbeing 53%
- Student results 42%
- Student behaviour 29%
- Other 18%

Other responses include:

- Feedback
- Observation and discussion
- Critical Conversations
- Documentation
- Reflect, Review, Renew process
- Teacher goals
- Data of participants accessing coaching opportunities
- Staff professional development meetings
- Leader/ teacher behaviour
- Teacher feedback questionnaire
- coaching logs, review data (teacher time task), impact and inform professional practices by way of a Learning Leadership Team
- Staff promotion
- leadership capability shift
- PMI on the coaching work being done
- Staff survey

- Evidence of practice in classrooms. Alignment of teaching practices. Common approach / language used. A data driven approach is implemented where teams of teachers engage in conversations to collectively work toward the best educational outcomes for all students.
- School culture analysis
- Created my own 360-degree feedback
- State evaluation document