

First Australian Positive Psychology in Education Symposium
Hosted by the Coaching Psychology Unit, School of Psychology, University of
Sydney, Australia
Saturday 9 May 2009



Saint Ignatius' College Riverview Pilot Coaching
Program.

Pilot Program trialled during 2008.

Conducted by Mr Bernie Winters, Housemaster, and
Ms Alex Gorman, Executive Coach/parent.



OUR PRESENTATION

- TRAINING
- COACHING
- EVALUATIONS
- RECOMMENDATIONS
- QUESTIONS

Snap Shot of the Pilot Program for coaching staff

- Teacher Manual & Coach Activity Booklet.
- 2 intensive training days held during the Term 1 School holidays 2008. In all, 10 staff were trained.

Some Coaching Techniques included in the Training for Coaches to use with Students.

- Developing Micro Skills
 - Listening, Paraphrasing, Questioning
- Goals must be SMART
- Fuzzy Vision v Specific Goal
- The GROW Model
- Iceberg Model
- ANTs to PETs Model
- The 7 Habits for Teenagers
- The Time Quadrants Model
- A personal Mission Statement

What did the Coaching entail?

- The coaching explored 10 areas of the student's life roughly based on questionnaires supplied by the University of Sydney Coaching Psychology department.
- Students at the College were asked to explore:
 - school based goals
 - personal goals
 - spiritual goals

Coaching Sessions Commence

Booklet for Coaching Sessions and Student Journal

- Staff were given a student to coach over 6 to 8 sessions between Terms 2 and 3.
- 8 Students in total were coached.

Evaluations

- The effectiveness of coaching for the student (post coaching evaluations and comments)
- The effectiveness of coach training for the teacher (evaluations and comments)
- The experience of the teacher coaching a student (comments)

Students Written Evaluations Show Positive Effects (1)

- Organisation and Planning Skills - 40% improvement
Academic goals - 36% improvement
- Motivation to deal with a range of issues - 36% improvement
- Level of confidence in myself - 28% improvement
- Personal Goals - 22% improvement

Students Written Evaluations Show Positive Effects (2)

- Understanding of Thinking, Feeling and Behaviour - 22% improvement
- Feelings of Worry/Anxiety/Depression - 20% decrease
- Attitude towards school - 20% improvement
- Level of Optimism/positive feelings about life generally - 16% improvement
- Awareness/achievement of spiritual goals - No Response

Students Descriptive statements Overall experience of being coached

“Being coached was really beneficial because it allowed one on one time to focus on the things that I would usually brush away and not consider.”(Alistair)

“I was very impressed with the whole system and strongly recommend it to everyone.” (James)

The relationship with your coach

***“Very positive, relaxed comfortable.”
(Adam)***

***“Excellent, I was always greeted warmly
and spoken to with respect.” (Simon)***

The main benefits of Coaching

***“Coaching definitely stopped my terrible work
ethic in time for the HSC.” (Jonathan)***

***“It made me evaluate my priorities and what I
wanted to achieve and gave realistic
direction to achieving goals.” (Adam)***

**The main things you learnt or will
take away from coaching**

“I learnt how to be more organised, how to achieve goals I set, and how to make the most out of my academic social and sporting life” (Simon)

“I learnt to take action” (Jonathan)

**Teacher’s Written Evaluations of
Coaching with Students**

“Very rewarding, I couldn’t believe the changes I was seeing.” (Kate)

“It was great to see students realise their potential and to be part of that.” (Rob)

“It was so satisfying to see a student work hard in coaching in order to get back on track and then to see his results improve and his self defeating behaviours diminish.” (Alex)

What worked for the student

"My student had very high standards of perfection which meant he couldn't start anything-his perfection led to procrastination which meant he was falling behind in his work." (Alex)

"The achievement of coaching was to get him back on track- ie doing his work." (Bernie)

"I was pleased that the year 12 student trusted me to deal with very tough issues. He was smart enough and resilient enough to get to the core of what was holding him back. He stretched himself but it was worth it." (Alex)

What were the unexpected outcomes of coaching?

"Coaching works with teenagers!" (Kate)

"I was surprised by the willingness of the student to engage honestly –to trust in you and to talk about deeper things."(Rob)

"I was amazed how the coaching worked for the student- It was his own decisions and course of action-it all came from him." (Nick)

"I can see how a year 11 student is more accessible to coaching than a younger student. My student immediately recognised the issues to deal with, while a younger student would say, 'you're weird sir'." (Rob)

What didn't work in the coaching?

Sticking too rigidly to the coaching model when it was meant to be a guide only.

Finding mutually convenient time between Teacher and Student was a challenge.

Allocation of time for staff to undertake coaching needs to be negotiated.

Does the idea of coaching interest you in the future?

"100% I'm there. I love it so much. You can apply it to any situation-to anybody. If I could, I would even coach my cat!!" (Kate)

"I'm so taken with the whole coaching process. I now understand the process of coaching." (Nick)

"I'd love to do more courses e.g. a next level of training and improve my skills." (Rob)

"I would like to do some group coaching with students." (Chris)

Riverview Coaching Psychology **Recommendations**

Students

- *It is suggested that students be offered at least 6 coaching sessions but recommend 8 sessions.*
- *Each student would complete a coaching pre and post evaluation and send this to the coaching co-ordinator/supervisor for research and in-house evaluation purposes.*
- *Student coaching should be aimed at year 11 and 12 students (year 11 students to prepare for the HSC and for year 12 students to stay on track).*

Riverview Staff training

- Coaches need to have ongoing training to learn and develop their coaching competence.
- It has been so successful, we have the support of the Headmaster and we intend to train all Housemasters (Responsible for Pastoral Care) in the area of coaching in the 2nd half of 2009.



Questions

We are happy to offer support and encouragement to any School wanting to explore the possibility of coaching students and training staff.