

## **Proposing a proximal principle between peer coaching and staff development as a driver for transformation**

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### **Abstract**

This article reports on evaluation research undertaken in the United Kingdom on behalf of a consortium of leading edge educational providers engaged in delivering one strand of a Teaching and Learning National Transformation Programme for the Learning and Skills sector. The transformational programme is best described as having three enablers namely teaching and learning materials to support practitioners, network meetings and a professional training programme for nominated subject learning coaches. The main focus here is on the latter of the three enablers, although issues of material design and network facilitation will impact on the research outcomes and thus cannot be completely ignored. The aim of the Subject Learning Coaches' Professional Training Programme provides training in coaching alongside the opportunity for accreditation for those wanting to complete a number of set assignments. Drawing on evidence from a number of sources, namely questionnaire data, interviews, and content analysis of the work produced by participants, the research uses an adaptation of the Logic Model (Kellogg, 2004) to evaluate impact. The research was carried out at an early stage of programme delivery so measurements of impact need to be viewed in this light. The article explains the context for change, focuses on the theoretical debate underpinning subject coaching, and identifies some initial findings in relation to programme impact worthy of sharing with the research community. Initial evidence indicates that where there is individual and organisational commitment then the impact is perceived to be considerable. This impact not only relates to changes observed in staff it relates to impact which has permeated beyond those engaged in the professional development programme to reach learners, other staff in the organisation and in some cases whole institutions. The use of Peer Coaching as a model for change is proposed as one of the key drivers to inspire and motivate lecturers in this sector.

**Key Words:** Learning and Skills Sector, peer coaching, continuing professional development, Teaching and Learning National Transformation Programme

### **Introduction**

This article is predicated on a number of principles namely:

- there is a shortage of evidence about teaching and learning and the role that continuous professional development can play in the transformation of practice.
- the Learning and Skills sector, as the receptor of a national transformation programme, has much to gain from actively participating in the processes here discussed.
- research in teaching and learning and the use of peer coaching as a model for change is limited.

- ❑ research evidence that explores the impact of staff development in relation to proposed sector transformation is sparse.
- ❑ the voice of the practitioner is rarely presented in any systematic way thus creating research focused mainly on grand policy rhetoric with limited practical application to the everyday working lives of those working directly with learners.
- ❑ the transformational programme here described represents one of the biggest commitments from government to educational reform ever attempted. The bedrock of that reform is peer coaching. A great deal of time and energy is being invested to assure programme success.

Prior to the full publication of *Success For All* (2002) in which the government set out the current agenda for reform, a discussion document, *Success for All: reforming further education and training* (DfES, 2002a), identified a number of weaknesses in what has been called the 'middle child' sector (Foster Report, 2005) more generally known as the Learning and Skills Sector, which covers Further Education Colleges, Workbased Learning Provision, Prison Education, and Adult and Community Education.

The weaknesses relate specifically to the lack of attention paid to teaching and learning in a sector staffed by an underdeveloped workforce suffering from "significant recruitment and retention problems" (DfES, 2002a, p20). Policy documentation also records "good practice in learning delivery, often involving inspirational creativity by front-line staff". There is a clear acknowledgement however that this is not consistent across the sector. The *Success For All* strategy is very explicit in setting out four goals for the reform agenda. The Teaching and Learning Transformational programme is a metamorphosis of Goal 2: 'putting teaching and learning at the heart of what we do'.

The programme constituents are three strands or enablers, namely:

- ❑ Teaching and learning training materials produced by experts in their fields, on a subject-by-subject basis
- ❑ Networks consisting of 9 separate regions as the 'power house' for bringing staff in the sector together to engage with the philosophies, practice and procedures associated with reform but soon to be redefined.
- ❑ The Subject Learning Coaches professional training programme, designed to introduce participants to the teaching and learning materials, engage them in the networks and provide opportunities for university level accreditation for work as coaches supporting educational change at the operational level.

The Subject Learning Coaches professional training programme provides sector leaders with the opportunity to nominate one coach per organisation per subject in the designated subject areas. This nominee is intended to be an expert in the subject area being addressed. The focus is on training the already expert to use the prepared subject materials as a source for training colleagues. To date the training has focused on those working the areas of Construction, Entry to Employment (E to E), Science and Business. Further training will begin in 2006 to support the use of the materials designed for Health and Social Care, Information Technology and Land Based Studies. Nominations are encouraged from all parts of the sector namely General Further Education Colleges (GFCs), Work Based Learning Providers (WLPs) Adult and Community Education (ACE) and Prison Education.

## The Coaching Model and Programme Design

The training programme is designed to cover 6 areas of learning. Following an induction, which provides an overview, the modules focus on the following issues:

- Transforming the individual: focus on self
- Transforming teaching, training and learning: focus on subject pedagogy
- Coaching as a tool for transformation: focus on self and others
- Transforming the organisation: focus on self in the workplace
- Transforming the learning and skills sector: focus on self and the wider learner and skills context

The model of coaching proposed is one of peer coaching (Joyce & Showers, 1995) the core concepts of which are set out in the national framework for mentoring and coaching as produced by the DfES (2004. [www.dfes.mentoringandcoaching](http://www.dfes.mentoringandcoaching)) based on the work of the Centre for the Use of Research and Evidence in Education (CURRE). The peer or co-coaching model is described as one which sets aside existing relationships based on experiences and hierarchy providing permission for the expert, the novice, the slightly jaundiced and the de-motivated practitioner to form relationships of mutual reciprocity and identification of learning needs, goals and aspirations. The programme design is predicated on the belief that peer coaching is a powerful tool to be used in the educational context to enhance the skills of those engaged in teaching and training. Joyce and Showers (1995, p23) propose a proximal principle in relation to Peer Coaching as a powerful tool for continuous professional development, arguing that the closer an innovation is to the experience of the learner the greater the impact is likely to be.

The issue of the title 'subject learning coaching' is interesting and feasibly problematic but none the less intentional. The combination of subject pedagogy and coaching reflects a focus on two of the key enablers in the programme, namely the subject learning materials and the skills of coaching. Some might argue that the two skills are incompatible, the programme designers contend that skills of subject specialist and coaching facilitator are complimentary, coming together in a powerful way to combine professional knowledge with skills of process to create one the most challenging, yet most powerful forms of Continuous Professional Development (DfES, 2005b). Following the work of Freire which was largely constructed around the notion of curriculum and subject (Taylor, 1993) this model synthesises a curriculum focus with one of dialogue, bringing to the surface the easily overlooked power of being in conversation with others.

For Freire (1996) conversation and language is a means to change. Peer coaching develops this approach. It is a co-operative act involving mutual respect that enhances community and builds social capital. It is through dialogue that we bring about change leading us to act in ways that result in justice and the true flourishing of human potential.

The Subject Coaching model emulates experiential learning as defined by Jarvis (2004, p11):

*Human Learning is a combination of processes whereby whole persons construct experiences of situations and transform them into knowledge, skill, attitudes, beliefs, values, emotions and the senses and integrate the outcomes into their own biographies.*

Effective coaching grants permission for professional conversations to take place in a supportive non-judgemental environment. In peer coaching these conversations are mutually beneficial. A relationship of trust between peers is established; the culture is one of 'no blame' with candour, support and mutual sharing of ideas and concerns, in a professional context. Rogers (2004, p23) describes this reciprocal relationship as a "dance of mutual influence and growth". It is through coaching that professional learning is enhanced.

### **How does Coaching differ from Training**

Coaching is not the same as training. It does not involve an expert and a novice relationship. It is based on the belief that in the coaching relationship both players have something to offer. This is what makes peer coaching so appropriate for the Learning and Skills Sector. In this sector a high proportion of staff bring a great deal of professional knowledge and vocational experience to their roles. Newly appointed staff, although not necessarily experienced teachers, will have up-to-date industry appropriate experience to share with their coach who in turn may have many years of pedagogic understanding to offer to the novice teacher. A peer coaching relationship enables and indeed encourages a co-learning approach, where each draws on the skills of the other.

Standing as one of the enablers in a national transformation programme in teaching and learning, places the Subject Learning Coaching programme in a critical position in the government's change policy for the Learning and Skills Sector. One of the challenges in programme design must be the requirement to interface issues of individual provider need, institutional and operational contexts and policy initiatives. The delivery model of peer coaching is underpinned by the principles of enquiry orientated learning. Such an approach is proven to facilitate continuous improvement in practice, to encourage critical examination of process and outcomes and to engage teachers/lecturers in exploring and interpreting research findings (Cordingly, 2004).

A focus on self, threading through the programme design, draws on the work on Bachkirova (2004) who identifies the impact of individual self-perception on the work of adult learners in respect of their motivation for change. A number of other authors in the coaching field (Flaherty, 1999, Peltier, 2001, Whitmore, 1996) identify the role of self-awareness and adequate self-evaluation in coaching and mentoring processes.

### **The Research Model**

This evaluation research draws on the Logic Model as proposed by The Kellogg Foundation (2004), designed to support the evaluation of change projects. The Logic Model identifies 5 stages in the evaluation methodology namely: Resources or Inputs, Activities, Outputs, Outcomes and Impact. These elements will be used as subsections to this article to aid analysis of the research data.

Figure 1 illustrates how the Logic Model is used to describe the components of a complex project. Information from the tender document for the commissioning of the Professional Programme has been transferred in to the 5 domains of the Logic Model to give a starting point for project analysis. In some respects this article is an evaluation of the whole project although the key focus here is to explore the role of peer coaching as a tool for transformation.

**Figure 1**

<b>Resources</b>	<b>Activities Inputs</b>	<b>Programme Activities</b>	<b>Outputs</b>	<b>Outcomes</b>
Three enablers: <input type="checkbox"/> Networks <input type="checkbox"/> Resources <input type="checkbox"/> Programme	Three network meetings, organised on a subject by subject basis  Packs of resource material designed on a subject basis  Six modules of professional training with face-to-face sessions, a residential, tutorials and an e-learning platform	Coaching conversations  Action learning sets  Testing the resources  Research and reading  Evidence collection  Portfolio development	Learner involvement  Learner activity  Portfolio production  Assignment writing  Networks  Communities of learning  Action learning sets  Sharing of skills and expertise  Transformation of self/ team and organisation	Intended changes in knowledge, skills, understanding and/or level of functioning  Learner achievements  Qualifications achieved  Conversation, evaluation and thinking  Critical assessment of process, leading to thinking in action  Transformation in colleagues, institutions

**Data Collection**

In Spring 2006 there were over 400 enrolled learners. Data was collected from three specific sources: email questionnaire, interviews and the content analysis of work produced by programme participants, including participant journals. A 13 point questionnaire designed to evaluate programme impact was posted on the website for a period of two weeks and participants on the programme encouraged to respond. Over three hundred responses were received representing a 37% response rate. Researchers have identified the advantages and disadvantages of electronic survey methods (Browne, 2002) and distinct patterns of gendered and access disadvantage were discernable. Attempts were made in the next stage of the research, namely interviews, to give clearer voice to a representative sample selected on the basis of gender, ethnicity, subject specialism and workplace.

Telephone interviews were carried out with 30 trained subject learning coaches and the resultant data analysed according to recurring themes.

Content analysis of written work was carried out on the portfolios of participants who were willing to share their work. By their very engagement with this process these participants are likely to be converts to the coaching philosophy modelled here. Attempts have been made however to present a balanced selection of the views, with course submissions

analysed using a thematic approach to draw out commonalities, trends and items of difference.

In relation to interview data the discerning reader will want to question the objectivity of the data, given that only willing participants were interviewed and this could have made them, by definition, interested and engaged in the programme. This needs to be considered in any evaluation of the research findings. The sample frame was designed to include respondents from a variety of work contexts: Further Education Colleges, Workbased Learning Provision, Prison Education, and Adult and Community Education.

## **Findings**

The research findings are analysed below using the domains of activity identified in the logic model, namely: inputs, activities, outputs, outcomes and impact. The intended outcomes for the project were clearly expressed in the specification document produced by the DfES at the point of inviting consortia to bid for the project (DfES , 2004).

## **Resources**

In terms of the logic model the resources for the transformational programme can be described as the three enablers namely:

- The Networks
- The Resources
- The Programme

The questionnaire data revealed that of these three the resources received the highest acclamation with the programme as a close second. . Interview data gave focus to the need to see the three elements holistically, with participants commenting on how they were beginning to see interconnectivity:

*The more I progress through the training programme the further the penny drops. I can see now how the three elements are entwined as part of a whole national improvement strategy (interview data, participant cohort 1: London).*

This comment was an extremely perceptive one since analysis of the quantitative data from the questionnaire showed that those newly enrolled on the programme and still working on the earlier modules were less satisfied than those who were nearing the end. Close analysis showed that Module 3, 'Coaching as a tool for transformation: focus on self and others', was the turning point for many. This is the stage in the programme at which clear focus is given to peer coaching and how it could be adapted to individual work environments. The evidence available from a number of sources supported the view that peer coaching was the key to transformation. It was the philosophy and practice of coaching that was bringing together the other elements of the transformation project, providing practitioners with the skills they needed to understand the whole and to act upon it. It was at this point that the impact of this programme of Staff Development was really felt. This has resonance in the work of Joyce and Showers who advocate well designed systems of staff development to empower educators as individuals who will in turn "empower those whom they serve" (Joyce & Showers, 1995 p.3.).

## Inputs

The transformation programme inputs might best be summarised as follows:

1) Six modules of course delivery including:

- face-to-face sessions
- a residential
- tutorials
- an e-learning platform
- e-conversations
- action learning sets

2) Network meetings, including:

- exploration of the subject materials
- sharing of ideas and resources
- coaching activities
- opportunities to network with other providers

3) The resources, including:

- packs of teaching materials
- CD Roms
- professional development activities
- advice and guidance

## Activities

Those engaged in the Professional Programme to become nominated Subject Learning Coaches were expected to participate fully in the Networks, to champion the use of the resources in their organisation and to attend the 11 days of training required a part of the coaching programme.

The design of the Subject Learning Coaching programme was underpinned by a deep commitment to experiential learning, with tasks and activities written into programme design to produce “Learning through radical action combined with critical reflection” (Freire, 1996 p12) on the basis that experience alone does not assure learning.

Strong use of the Action Learning Set methodology was designed into the programme to encourage collaborative planning, action and reflection. Opportunities to practice the art of peer coaching were encouraged throughout and set tasks designed to motivate and engage learners. In the words of Joyce and Showers (1995 p107): “*all teachers can learn just about any teaching strategy or practice that anyone has thus far developed*”.

The research revealed that 57.85% of questionnaire respondents considered the professional programme for Subject Learning Coaches to be of significant value, approximately another 30% noted some value with only 2.63% finding it to be of no value at all. This positive endorsement to the programme needs to be seen in respect of some participant views expressing frustration at the commitment in personal time taken, concerns about leaving their learners and the requirement to use weekends to complete assignment

work. The fact that these participants were still engaged in and positive about the impact of the programme is a credit to the commitment of those involved.

*I anticipated resistance from some teaching staff, as well as management, because of the time and money implications. I did not experience that. The challenge for me was to develop the confidence as a SLC in order to be able to encourage others to try out new ideas. I will need to develop good time management skills in order to juggle my current workload with this new work (Participant Journal)*

Interview data highlighted the value of resources when combined with the coaching model as a key element for individual, team and organisation staff development:

*I have been using the resources with colleagues as part of our own development; this has led to greater sharing of ideas among the team. The Principal has asked me to lead on our next staff development day. I will use some of the coaching strategies practised in the programme. (Interview data, Participant, Cohort 2 North West)*

*All the session for module one have been about looking at how people think and learn and types of intelligence. I need to take in the theory. The process is one of being the theory, it is about me. I have been left drained, inspired, emotionally awakened with what I feel will have a genuine impact on my whole life. (Participant's journal)*

*The principle idea of the SLC is not to reinvent the wheel in the education establishment, but to ask Socratic questions that can uncover the things we take for granted about teaching and learning. (Participant's journal)*

### **Impact on Learners**

Interview respondents were able to identify elements of impact on their learners attributable to the programme. Specifically they mentioned increased learner satisfaction; greater engagement in the learning process encouraged by the use of the materials and in some cases improved retention.

*There has been an improvement in attendance and punctuality which has been attributed to improved and fun learning methods.*

*Classes are less disruptive, learners are talking in class but about the subject they are studying.*

*The learners are more engaged in the learning process and as a result, pass rates have improved.*

*Higher pass rates, improved retention rates.*

### **Impact on Self**

Interview data also revealed that the three components of the programme when seen together were impacting on teacher skills in terms of planning and delivery:

*The three enablers have made an impact of the way I plan and deliver my teaching (Interview data).*

The focus group research produced more personal reflections from participants who described the training experience as life enhancing:

*This is the most amazing training I have ever undergone. I have used peer coaching with colleagues, with learners and in my personal life. Everyone should be schooled in these skills, it would change the world.* (Focus group data North West Region).

## **Outputs**

The intended outputs for the programme as articulated in the programme handbook are set out in Table 1.

Interview data revealed how participants were using the training materials to encourage learner success:

*All students in one cohort passed their external exam having revised using dominoes and adaptations of the concept (i.e. cutting them up and making them into a matching activity)* (Interview data)

In assignment work participants reflected on how they, almost through a process of osmosis, were beginning to see powerful impact on them, their colleagues they had coached and their learners:

Some expressed concern at the responsibility they now felt in being agents for change in their organisations:

*I feel somewhat inhibited by the potential for me to improve the subject delivery across the department. I have been heartened by the quality of the materials. There are many examples of excellent practice in the materials which I would like to share and discuss with colleagues* (Portfolio reflections).

*Working with staff that have a high level of recognised qualifications (that far exceed my own) I am very conscious not to undermine their knowledge and experience by introducing new practice and ideas to develop their approaches to learning. This awareness will not stop me, however having a good try* (Portfolio reflections).

The focus on personal reflection, as advocated in the programme, produced this journal entry:

*After much thought and reflection, I have realised that there is always room for improvement in my training practice and that the role of the SLC is an opportunity to share my own good practice and learn about good practice skills from others* (Portfolio reflections).

Some of the less explicit intended outcomes need to be reviewed here. The choice of peer coaching as a central programme tool is clearly a statement of commitment to coaching as a process for Continuous Professional Development. Joyce and Showers (1995 p15) make great claims for this tool, suggesting that “*the key to student growth is educator growth*”.

Many teachers/trainers during their interviews shared examples of how they had borrowed some of activities from the programme (for example force field analysis) and adapted them for us in their own teaching.

*I used the ideas of push and pull factors from the force field analysis approach in a tutor period to encourage my tutees to think about why they were not submitting their course work to agreed deadlines. I was amazed at the discussion this produced and how it led to the supportive sharing of ideas for time planning, decision making and prioritising (Participants Portfolio Reflections).*

*I worked with another colleague to role play some peer coaching in front of one class where conflict from an external racial dispute was impacting on the learning environment. It was a high-risk approach but it worked. Two of my learners came to thank me afterwards for showing them how to discuss difficult issues in a safe way (Participants Portfolio Reflections).*

The testimonies above all support the work of Joyce and Showers who argue that staff development designed to encourage teachers to work together to implement changes through peer coaching is the key to transferring the content of training into the repertoire of the classroom and the school:

*A well designed system (of CPD) will empower educators as individuals and their organisation. Thus it will empower those whom they serve (Joyce and Showers 1995:3).*

In moving to review programme outcomes there is a need to establish whether what the intended outputs have achieved. Is the change now underway sustainable? Have new practices designed into the programme and encourage through the resources become imbedded into the everyday practice of the institutions where change is most required? Has Peer Coaching helped to create learning communities where conversations about teaching and learning are an everyday occurrence?

## **Outcomes**

The intended outcomes of the programme might best be described as follows:

- Intended changes in knowledge, skills, understanding and /or level of functioning
- Learner achievements
- Conversation, evaluation and thinking
- Critical assessment of process, leading to thinking in action
- Transformation of the learning and teaching

The research has provided evidence that where participants have taken a leap of faith and committed whole heartedly to the principles of peer coaching, then the impact is considerable. For some the 'journey to Damascus' was taking longer, with staged awareness, dependent upon length of time on the programme, apparent in all the data collected.

With a 75% retention rate overall (data from the Programme Management Team Minutes), it is reasonable to postulate that impact at the individual level, for those who stay the course, will be considerable. That still leaves 25% lost to the programme. It is too early to claim major impact on learner achievements although early indicators show improved retention and achievement rates in some colleges, better student test results, increased learner participation (interview data). Organisational impact was more difficult to quantify although some interviewees provided evidence of increased Ofsted<sup>1</sup> inspection grades that they attributed to the programme.

The research data also revealed concerns among some nominated coaches who felt organisationally unsupported and frustrated by the lack of commitment from their managers. The most articulated issue was one of time needed to attend the programme and time to carrying out the coaching tasks in an already busy schedule.

Analysis of the research questionnaire showed that the most significant recorded impact on the learners was occurring in institutions where the Coach had been given remission time or a designated workload allowance to develop the coaching within the institution:

*I have been given 5 hours a week away from timetabled teaching to cascade the Coaching model right across our organisation. I have organised a Staff Development Event, attended all Faculty Team Meetings and given a presentation to the Executive. As a result one member of staff, known internally as a real 'trouble maker', asked me to coach him as preparation for a forthcoming Ofsted. In the discussion he revealed that he was really worried about being observed as a teacher since the only training he had taken part in was 25 years ago. As a result of the coaching session he invited me into his workshop and we have been planning his sessions together (Questionnaire data).*

## **Conclusion**

This article has reviewed the National Transformation Programme currently underway in the Learning and Skills Sector in the UK. In many ways the programme is in its infancy and the likelihood of major impact is small. Despite this the research has revealed many clear signs of the seeds of change in a sector often criticised for poor delivery, low retention rates and low staff morale (OfSTED:2003). Further research will be necessary.

The Logic Model in identifying 5 clear components to analyse curriculum change, has proved a useful tool here to support the analysis of the research data. Clear messages of impact and intended outcome are discernable. This impact has reached beyond the core of the programme participants to involve their colleagues, learners and whole institutions. The testimonies describing peer coaching as an effective training model were both many in number and extremely complimentary of the method as a tool to transform practice, to impact on learners and change lives. The research data supports the initial claim of a proximal principle on the basis that the programme design, with a range of inputs and outputs, locates directly to the heart of the everyday practice of teaching and learning. This

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<sup>1</sup> The Office for Standards in Education (Ofsted), officially the Office of Her Majesty's Chief Inspector of Schools in England, was set up on 1 September 1992. It is a non-ministerial government department, independent from the Department for Education & Skills (DfES).

model of CPD requires the participant to practice new methods of learning, use new resources and address the way they approach their roles within a coaching culture. The recorded outcomes relate to an impact on learner retention, success and achievement thus demonstrating that the programme has reached beyond the influence of the recipient of the training to impact on the experiences of those whom they teach.

The Professional Coaching Programme with its intended role to ensure that nominated Subject Learning Coaches have the tools to implement coaching in their organisations is central to the transformation programme. The peer coaching approach has been shown to encourage professional dialogue and practitioner confidence. This in turn has impacted on learner knowledge and skills leading to innovative and exciting practice. Early evidence shows that in organisations where there has been commitment and support for Coaching and the Coaches the programme is impacting on the learners. Where this is not the case, problems with time and support for the coach once back in the organisation are hindering the potential impact of the programme to be an agent for major change. There is a need to address this at a national level to ensure that full programme potential can be realised.

The Logic Model has been a useful tool to support the analysis of this complex and major national initiative. It has provided a structure to permit the analysis on the many dimensions (intended or otherwise) of this initiative, and has given coherence where, for many who do not access to the whole picture, the role of the programme may not yet be clear. Early evidence from this research, based on the perceptions of the lecturers involved in the training, are that where there is commitment, the impact on the learners can be discerned, thus supporting the proximal principle advocated by Joyce and Showers that the nearer staff development is to the needs of the learner to greater the impact will be.

### **Recommendations**

There is need for more research into programme impact as the programme continues to be delivered over the next few years. One of the major weaknesses of this research is that it draws all its evidence from the views of participants who are committed to the programme and have given testimony to its impact. It is feasible that someone further removed from the programme might attribute other causes to the positive impacts recorded here.

Data needs to be provided which shows clear links between improved learner retention and success attributable to an increased organisational focus on teaching and learning emanating as advocated here through peer coaching. There is also a need to provide examples of where coaching is working well to show how coaches have been supported in their organisations thus encouraging what might be termed 'manager buy in'. These examples should be shared across the sector to encourage more senior managers to acknowledge this role and support those who have been trained in disseminating the skills they have acquired.

The research has shown that staff experience can be enhanced through Continuous Professional Development. This article is evidence of a research informed approach to training. The Programme and its evaluation have encouraged greater understanding of the efficacy of different teaching methodologies, has encouraged the sharing of good practice, providing permission for an open environment where learning, training and teaching is discussed with new enthusiasm.

The concluding comments of this article belong to one of the lecturers enrolled on the professional programme:

*The Coaching Programme is by far the most significant element of training I have ever engaged in. For me as it has completely changed the way I interact with others. It has given me the language to tackle difficult issues and the confidence to know that my approaches to teaching and learning are worthy, can always be refined and development and that in fact I actually am, rather good at the job that I do (Journal Entry).*

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