Students as Peer Coaches

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Our time together...

The **context**: why train students as coaches?

The **programme**: how is it structured?

The **content**: what is involved?

The **outcomes**: what are the benefits?

The **recommendations**: what to do next?
Context & Background

- Student Success & Wellbeing
- Educational Leadership
- Professional Practice
- Community Engagement

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STUDENT SUCCESS & WELLBEING

- External Coaches for Students
- Teachers Coaching Students
- Students as Peer Coaches
70% of young Australians are going into jobs that will be lost due to automation in 10-15yrs.
“Learning to be a coach or mentor is one of the most effective ways of enabling teachers and leaders to become good and excellent practitioners”

Centre for the Use of Research & Evidence in Education, UK, 2005
Why train students?

There are direct and indirect benefits for managers when they act as coaches.

Mukherjee, 2012
2016 *Australian Gallup Student Poll*

- 52% of Australian students are feeling stuck or discouraged about their future and lack the confidence to be “success-ready.”

- As students move through the education system, they become less engaged with school and report lower levels of well-being.

- When students have the opportunity to do what they do best every day they are 17.7x more likely to be engaged in school.
Research and Theoretical Underpinnings

• providing coaching to high school students can **increase their resilience** and **hopefulness** (Green, Grant & Rynsaardt, 2007)

• coaching and positive psychology interventions can be used to **enhance the wellbeing** and **goal striving** of high school students (Green, Norrish, Vella-Brodrick & Grant, 2013)

• coaching **increased academic performance** in secondary school students in the UK (Passmore & Brown, 2009)

• training students as coaches led to **increases in emotional intelligence, improved attitudes to learning** and **enhanced communication skills** (van Nieuwerburgh & Tong, 2013)
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<tr>
<th>Directive</th>
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<td>Mentoring</td>
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<td>Provide guidance</td>
<td>Empathise</td>
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<td>Share opinions</td>
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3 Elements of Coachings

1. Developing trust
2. Being present
3. Listening actively
4. Clarifying
5. Empathising
6. Being succinct
7. Asking the best questions
8. Giving feedback

Emotional Intelligence
Solutions Focused
Growth Mindset
Foundations of a good coach training program

1. Opportunity for students to put themselves forward to become coaches

2. High quality training for the students delivered by qualified facilitators

3. Practical experience of coaching other students

4. Ongoing supervisory support and monitoring of the student coaches

5. Measuring the impact on student outcomes
Overview of Program in New Zealand

• **Students as Peer Coaches**
  Modular Program delivered by teachers in schools
  • Workbook
  • Power Point
  • Facilitators kit

• **Train the Trainers**
  2 Day training through GCI / GC NZ for teachers who are delivering the program in their schools
  • Pre requisites - CAP, ILC
  • Familiarisation with the modules
  • Opportunities to coach and receive feedback
Overview of the Modules

Module 1
Introduction to Student Coaching

Module 2
Core Coaching Skills

Module 3
The GROWTH Model

Module 4
Emotional Intelligence & Way of Being

Module 5
Goal Setting

Module 6
Applying Coaching

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The first year of implementation

- Two teachers working together (previously trained in ILC)
- Volunteers
- Year 5 and 6 students
- Collaborative teaching environment
- Trained Term 1 and delivered the program in Terms 2+3
- Term 4 Celebration with parents
What they learnt - Teachers & Students

- Significant positive impact on students staying focused on their learning goals

- Student coaches became confident coaches and appreciated the application of the coaching skills to “other” areas of their schooling

- Improved relationships with peers (insert student video)

- Demonstrated a coaching way of being in their relationships with others – solutions focussed

- Teachers appreciated the value of a coaching culture in the classroom and its focus on academic and social wellbeing
APPLICATION LETTER

Students as Peer Coaches

We have an opportunity at (insert school name) to be part of a programme that will train a group of students to be coaches for other students.

If you:
- are willing to learn new things
- relate well to people
- are able to uphold confidentiality
- have a growth mindset
- care about other people
- are able to reflect and use your reflections to move forwards and upwards
- wanting to develop your leadership capabilities

You may be just the person that we are looking for to train and be a ‘student coach’. A student coach has focused conversations with other students to help them to maximise their capabilities and meet their goals.

Those who have been student coaches reported:
1. improved communication skills (specifically, learning how to ask good questions and really listen not just their usual cosmetic listening)
2. increased self-confidence
3. improved skills in perspective-taking - understanding their coach’s thoughts, feelings, motivations, intentions, their ability to demonstrate empathy, how to interpret and react to non-verbal cues
4. improved relationships with peers, teachers, and even siblings
5. Overall increased emotional intelligence

Applications need to be in writing. Include a short description of when you have helped somebody else with their work or with a problem or help them overcome a challenge.

AND

Four reasons why you think you will be a great coach.

Send your applications to ***** by (date)

Date

Dear Parents,

Your child has applied for and been accepted, as a member of the student coaching development programme.

This programme, developed by Growth Coaching New Zealand (GCNZ) in association with GROWTH Coaching International (GCI) and has been used in schools in 2016 with Primary, Intermediate and Secondary school students.

The attributes we look for in your child include:
- A willingness to learn new things
- An ability to relate well to others
- Ability to maintain confidentiality
- A growth mindset
- Empathy
- Self-reflection

The programme will be delivered in six 2 hour sessions adapt to your delivery model from ***** to ***** on (include dates) with (trainer name) and (trainer name) facilitating these sessions.

Module 1 – Introduction to Student Peer Coaching
Module 2 – Core Coaching Skills - being present, active listening, clarifying and being succinct
Module 3 – The GROWTH Model
Module 4 – Understanding our emotions and a “coaching way of being”
Module 5 – Goal setting In coaching
Module 6 – Applying Coaching

It is a fantastic leadership opportunity for your child (tailor to your need) with skills being developed that will ensure their ongoing success as they move through the year levels at school. Coaching is a life skill that develops builds resilience, and these skills are transferrable into other areas of school and personal life.

Any questions, please contact me ********** or **********

Kind regards

**********

Principal
### Impact of Coaching on ...

#### School Culture
- Coaching “way of being” became the philosophy of learning for all
- Teaching in curriculum areas strengthened as a result of them teaching this program

#### Teachers
- Being involved strengthened their teaching practice in a range of curriculum areas and student well being
- Increased range of strategies to deal with the implementation of the key competencies for students
- Improved their relationships with the students

#### Students
- Increased confidence in learning and managing relationships with peers/siblings
- Used coaching schools across the school – Tuakana Teina, sports and house leadership
- Increased initiative and ownership of their learning and decisions
- Increased confidence when talking to people they didn’t know
- Improved confidence in public speaking and more effective communication skills
- Indicated they were learning important life skills – Empathy, listening and patience and self management
Coaching makes you a more focused person and developed my leadership skills

I am saying “me too” way less than I used to. I listen and ask questions.

I gained valuable life skills that will support me when I go to Secondary School.

I was surprised that I could help others to learn.

I learnt to walk in someone else’s shoes.

It helped me with my own learning.
Planning for Implementation

Choice of student peer coaches
Fred Llanso Bast
Lucy Kennedy
Carlin Natasha
Communication to parents/caregivers
Letter Home to explain programme.

Communication to staff
Staff meeting - Coaching Libby to chat to leadership team how this will run (coaching in general)

Initial training for Student Peer Coaches
Training 5 days - I relieve. Teacher reflect day. 2 days a week.

Evaluating your Students as Peer Coaches programme
Pre & post data
Student voice
Action:
- Train our students
- Get time to train them
- Share
Key Learnings and Recommendations

• Training the Trainers is pivotal to the success of the program and they do need to be “effective coaches” and be able to demonstrate and understand the process – *a coaching way of being*

• It is imperative that the Principal/School Leaders are involved and supportive

• Make explicit connections between the activities in the student training program and implications for coaching – *listening activity*

• Builds student confidence, well being and skills for being successful academically and in life – *Grace’s story*
“I know coaching is supposed to be about helping others, but I always feel better myself after I’ve coached my coachee”

Katie (year 11 student, SA)

“I think being a coach has helped me pay attention to things I didn’t use to...when I’m just regularly talking to people.”

James (year 9 student, WA)

“I don’t know if I’m doing any better in my work since starting [coaching] but I feel better... I’m definitely approaching it differently. I’m clearer about what I’m doing and how I do it, and I’m definitely calmer.”

Charlotte (year 11 student, SA)
“Knowledge evaporates, learnt skills live on. You never forget how to ride a bicycle.”

Charles Handy, *The Second Curve*
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