

**The influence of peer coaching in stimulating
educators' learning in the work place.**

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SUMMARY

The aims of this research were to describe the role that coaching plays in the development of educators and to make recommendations for the way in which schools can make use of coaching as an educator human resource development tool at the workplace.

According to the findings from the literature review, coaching plays an important role in the success of novice educators. Educators who are coached typically develop a strong self-concept, become consistent in the implementation of policies and procedures, show a greater focus on the teaching and learning purpose within the classroom and display more confidence in themselves, which increases their personal ability and self-efficacy to help and develop learners, and thereby increasing the learners' love for learning and academic achievement.

Educators who display the personal traits mentioned in the above paragraph, according to the findings from the literature study, become effective and expert educators who have something to offer to the learners and are recognized as professionals in their field. Various researchers in the reviewed literature stress the need for coaching for its inherent potential of being a *panacea* for educator attrition and turnover which are always the result of job dissatisfaction.

The qualitative research method in the form of focus group interviews was used to elicit primary empirical data from a population sample of eighteen educator participants who were all at post level one. This educator participant population sample was engaged by the researcher on a three-day coaching session in Outcomes-Based Education and Training as a new teaching and learning system in South Africa. After this three-day coaching session, the participants were interviewed to determine the role that coaching plays in the development of educators, with a view to making recommendations for the way in which schools can make use of coaching as an educator human resource development tool at the workplace.

The results of the empirical research revealed that educator participants who formed the population sample of this research experienced the three-day coaching session which the researcher conducted as follows:

- developmental;
- providing support and guidance;
- leading to paradigm shifts;
- setting aside any power differences to offer a relaxed atmosphere; and
- eventful.

Recommendations for educational practice and further research were made.

OPSOMMING

Die doelstellings van hierdie navorsing was om die rol wat fasilitering speel in die ontwikkeling van opvoeders te beskryf en aanbevelings te doen vir die wyse waarop skole fasilitering as ontwikkelingswerktuig van opvoeders as menslike hulpbron kan benut.

Volgens die bevindings vanuit die literatuurstudie speel fasilitering 'n belangrike rol in die sukses van die beginner-opvoeder. Opvoeders wat gefasiliteer word, ontwikkel 'n kenmerkende sterk selfbegrip, word konsekwent in die implementering van beleide en procedures, vertoon groter vertrouwe in hulself, wat hul persoonlike vermoë verhoog, asook hul doeltreffendheid om leerders te help en te ontwikkel. Daardeur verhoog hulle die leerders se liefde vir geleerdheid en akademiese prestasie.

Opvoeders wat bogenoemde karaktertrekke openbaar, word (volgens die bevindinge vanuit die literatuurstudie) effektiewe en deskundige opvoeders wat iets aan die leerders kan bied en wat as beroepslui op hul terrain erken word. Verskeie navorsers in die literatuurstudie benadruk die noodsaaklikheid van fasilitering ter wille van sy inherente potensiaal om 'n wonderwerk te wees in die bekamping van opvoedersuitputting en arbeidsomset wat altyd voortspruit uit werkontevredenheid.

Die kwalitatiewe navorsingsmetode in die vorm van fokusgroeponderhoude is aangewend om regstreekse empiriese data te verkry van 'n steekproef van agtien opvoeder-deelnemers wat almal op posvlak een was. Hierdie steekproef is deur die navorser betrek in 'n drie-daagse fasiliteringsessie in Uitkomsgebaseerde Opvoeding en Opleiding as 'n nuwe onderrig- en leerstelsel in Suid-Afrika. Na hierdie sessie is onderhoude met die deelnemers gevoer om vas te stel watter rol fasilitering speel in die ontwikkeling van opvoeders, met die oog daarop om aanbevelings te doen oor die wyse waarop skole fasilitering kan gebruik as 'n ontwikkelingswerktuig vir opvoeders as menslike hulpbron in die werkplek.

Die gevolg van die empiriese navorsing het laat blyk dat opvoederdeelnemers wat die steekproef van hierdie navorsing uitgemaak het, die navorser se fasiliteringsessie ervaar het as een wat:

- ontwikkel;
- ondersteun en begelei;
- aanspoor tot paradigmaskuiwe;
- magsverskille eenkant stel om 'n ontspanne atmosfeer aan te bide; en
- ryk aan gebeurtenisse is.

Aanbevelings is gedoen vir die opvoedingspraktyk en verdere navorsing.

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CHAPTER ONE

INTRODUCTION, STATEMENT OF THE PROBLEM, AIMS OF THE STUDY, RESEARCH METHODOLOGY AND STRUCTURING OF THE RESEARCH REPORT

1.1 INTRODUCTION

The word coach is used to train people for sports, to teach skills for public performance, to prepare for an examination, but in this research the word coach is used for facilitation. The practice of coaching is now being acknowledged and embraced by major business corporations, schools and universities, foundations and associations as a formal component of career and human resource development (Boreen, Johnson, Niday & Potts, 2000:23). Bolam, McMahon, Pocklington and Weindling (1996:32) in a study of adult male development, placed great emphasis on coaching relationships. He described the functions of a coach as follows:

- The coach may act as an educator to enhance the young man's skills and intellectual development.
- The coach may serve as sponsor to use his/her influence to facilitate the young man's entry and advancement.
- The coach may be a host and guide, welcoming the initiate into a new occupational and social world and acquainting him with its values, customs, resources and cast of characters (DuFour, 2004:8; Wenger, 2002:160; Darling-Hammond, 1998: 10; Barnett, 1996:50).

Fibkins (2002:23) posits that through his own personal virtues, achievements and way of living, the coach may be an exemplar that the protégé can admire and seek to emulate. S/he may provide counsel and moral support in times of stress. According to Brooks (2005:13), the coach has another crucial developmental function, which is to support and facilitate the realization of the protégé's dream as an employee at the workplace. Price (2003:35) found the

coaching relationship extremely important in adult male development. Price (2003:35) asserts that poor coaching in early adulthood at the workplace is the equivalent of poor parenting in childhood. That is to say, without adequate coaching, a young person's entry into the adult world is greatly hampered.

Kochan and Trimble (2000:25) describe some of the functions that the coaching relationship provides, namely:

- Through sponsorship, coaching, protection, exposure-and-visibility, or challenging work, the junior colleague learns the ropes of organizational life and prepares for advancement opportunities.
- Through role modelling, acceptance-and-confirmation, counselling, or friendship, the coach develops a sense of competence, confidence and effectiveness in the occupational role.
- By providing a range of career and psychosocial functions, the senior colleague:
 - gains recognition and respect from peers and superiors for developing young talent;
 - receives support from the junior colleague who seeks counsel; and
 - experiences satisfactions by helping a less experienced adult navigate effectively in the world of work.

Wollman-Bonilla (1997:51) describes career functions as those aspects of the coaching relationship that mainly enhance career advancement. Included in these functions are:

- sponsorship;
- exposure and visibility;
- coaching;
- protection; and

- challenging assignments.

Gordon and Maxey (2000:10) describe psycho-social functions as those aspects of the coaching relationship that primarily enhance:

- a sense of competence;
- clarity of identity; and
- effectiveness in the managerial role.

Halford (1999:132) further identifies these functions as:

- role modelling;
- acceptance and confirmation;
- counselling; and
- friendship.

From the foregoing paragraphs, it is clear that no matter how one chooses to describe the phases of coaching, healthy coach/protégé relationships involve a progression from relative protégé dependence at the beginning of the relationship to autonomy and self-reliance as the protégé grows into a colleague and a peer. About eighty percent of the judgement jobs hidden in the unpublished job market, reached only through the grapevine or the coaching system. This alone may be a reason for people to develop a coaching relationship (Power, 2000:3; Reiman & Thies-Sprinthall, 1998:10; Edwards, 2002:30; Odell & Huling, 2000:152; Scott, 1999:10; Ladson-Billings, 1995:160; Daloz, 1999:10; Edwards, 2001:5).

Review of the literature highlights that most of the empirical research on coaching has been conducted in the business world. Although most studies of coaching in business have documented that having a coach is important to both men and women's career advancement, not all successful men and women in business have had a coach (Goowyn, 1997:17). In a study of business executives conducted by an international management firm, almost

two thirds of the executives, indicated that they had a coach and those with a coach earned more money at a younger age and were more pleased with their career growth. In an interview with the *Harvard Business Review*, Ehrich and Hansford (1999:100) state that every manager must be a sponsor and they feel that being a coach is part of his responsibility when one of them said: "I don't know that anyone has ever succeeded in any business without having some unselfish sponsorship or coaching, whatever it might have been called. Everyone who succeeds has had a coach or coaches." According to Veenman, Visser and Wijkamp (1998:140), all people in the business or corporate world have been helped through coaching in one way or another. For some, the help comes with more warmth than for others, and for some it is done with more fore-thought, but most people who succeed in a business will remember fondly the individuals who helped them in the early days (Butcher & Prest, 1999:150).

Research by McIntyre and Hagger (1996:27) has shown that the coaching relationship has become prevalent in the workplace and that it adds measurably to the success and satisfaction of people at work. De Laat and Staring (1997:5) discuss the benefits of coaching to both the coach and businesses in the following way. The protégé benefits through:

- the gaining of support and knowledge;
- increased self-esteem by involvement in developmental relationships;
- clarity in career goals.
- acquiring information; and
- the prestige of being involved in a coaching relationship (Joyce & Showers, 1995:50; Fairbanks, Freedman & Kahn, 2000:100).

This section highlighted the need for coaching of employees in any organization for it to develop and for employees' human resources within organizations to develop coaching. In this regard coaching becomes a tool for both human resources and organizational climate development.

1.2 STATEMENT OF THE PROBLEM

Internationally, that is, both in America and Europe, several dissertations and theses have been completed on factors that contribute to the success of educators. In Sytsma's (2004c:10) research, all the educators interviewed mentioned a coach or role model who had a significant impact on their careers as successful educators. In another dissertation, Kottler, Kottler and Kottler (1998:16) noted that the role of a coach appeared to have an impact on the success of school principals and their assistant educators and recommended that further research would be helpful in training aspiring educators. From their findings it seems clear that coaches play a key role in the professional development of educator human resources and they all conclude that coaching, formal or informal, is a critical component of educator career development and success.

Even though coaching relationships have been extensively identified and studied in America and Europe, not all the studies have generated similar findings (Cox, 1997:70; Norton, 1999:53). Most do indicate, however, that formalized coaching programmes are on the rise. They highlight coaching programmes for aspiring and current educators as offering many benefits that will continue to help the coaches throughout their careers (Ganser, 1997:17; Steffy, Wolf, Pasch & Enz, 2000:25).

From the findings of Brooks (2005:13); Hays, Gerber and Minichiello (1999:85) and Hargreaves and Fullan (2000:56), it has become clear that the current state of knowledge in South Africa, regarding coaching as part of professional development for educators, might best be described as a case of accepting an idea that seems to be logical and "makes sense", but one which does not have a substantial amount of valid and reliable data on which it is possible to draw any strong support. From the findings of the researchers such as Chapman (2004:5); Koortzen and Cilliers (2002:17) and Neumann, Kelner and Dawson-Shepherd (1997:81), maintain that it is also possible to:

- discern, from their numerous findings and observations, the desirability of coaching;

- identify underlying assumptions for the coaching practices; and
- note several extremely interesting programmes that have been developed as part of educator professional development in different settings.

What is not clear at present is the status of research conducted in South Africa recently on the use of peer coaching relationships in teaching, especially from the post-apartheid era where the majority of educators still grapple with the problems brought about by the new Outcomes-Based Education and Training system. Without a clear view of the present condition of educator coaching in South Africa, charting a path for the future development of educators in this country is difficult, and the knowledge base concerning this important topic may be doomed to the pursuit of the same archaic professional development of educators' issues over and over again.

In response to this need for a better picture of the knowledge base on coaching educators, this research endeavours to answer the following questions:

- Does coaching affect the career development of educators?
- If it does, in what way?
- What can be done to implement coaching as a tool for educator human resources' development at schools?

The answers to these questions will be provided by means of both a literature review and qualitative empirical research methodologies.

The above stated questions were also used to formulate the aims of this research, which are stated in the following section.

1.3 PURPOSE OF THE STUDY

The purpose of this study is:

- to describe the role that coaching plays in the development of educators;
- to describe the way in which coaching plays a role in the development of educators; and
- to make recommendations for the use of coaching in the development of educators.

1.4 SIGNIFICANCE OF THE STUDY

Little attention has been given to coaching as a human resource development tool in the South African public school system. This research presents the experiences and perspectives of eighteen educators on the coaching session that the researcher presented on Outcomes-Based Education over a period of three days. Their experiences and perspectives on the coaching processes and events are explored and analysed by means of themes in order to highlight the value and effectiveness of coaching, especially when it is conducted by a peer educator.

The information gathered in this study contributes to the research and literature on the way in which peer coaching influences the development of educators so that they can be effective at their workplaces.

1.5 RESEARCH DESIGN AND METHODS

The research design and methods are briefly outlined below, with a detailed discussion to follow in chapter three.

1.5.1 Research Methods

The empirical data for this research was derived from a sample of eighteen educators who were selected to attend three coaching sessions, which the researcher organized for a week. These educators were divided into two groups, each group having nine members. These educators' experiences of

the coaching sessions over a three day period and other alternative stories they told after the coaching sessions were regarded as meanings they have constructed of their personal experiences in the coaching sessions they attended and were understood from their frames of reference when they reported at the end of the third session. In this regard, reporting in Chapter Four is rich with descriptions such as quotations, narrations and details of their experiences of the coaching process and the way in which it affected their educator human resources and professional development.

As the aims of this study are to describe the role that coaching plays in the development of educators and the way in which coaching plays a role in the development of educators and to make recommendations for the use of coaching in the development of educators, this research chose a qualitative and descriptive nature of methodology of inquiry. The participants comprised a sample of eighteen educators (n=18) from Wattville Township on the East Rand of Gauteng who had, in a qualitative manner, described their experiences and perspectives on the content of and approach to the Outcomes-Based Education and Training philosophy, as well as on the theory practice session that was presented to them by the researcher.

According to Merriam (1998:17), the aim of qualitative research is to gain insight into the meanings participants give to their reality. This insight was gained by obtaining detailed descriptions of the participants' experiences and perspectives on their experiences of the coaching process and its value in understanding the philosophy, theory and practice of Outcome-Based Education and Training and its applicability to South African context. The participants' experiences and perspectives are reported in a thematic manner as a way of interpreting their descriptions of what they gained during the peer coaching session.

The researcher is also an educator at an Adult Basic Education and Training Centre in Boksburg and is an accredited coach. During the empirical research process, the researcher became an observer and a participant during her coaching presentations in order to assess the efficacy of coaching as an educator developmental tool. Both participation and observations enabled the

researcher to interpret the responses of the participants to her coaching sessions effectively.

1.5.2 Sample selection

The sample of this research comprised of eighteen (n=18) educators from Wattville Township in Gauteng who attended an Outcomes-Based Education coaching session which the researcher conducted over three days. With the use of focus groups, the researcher managed to interview all eighteen educators. Sessions started from 8h00 and ended at 16h00 on all three days. The researcher needed two more days for two focus group interviews with the participants. The interviews for each focus group lasted for an hour.

1.5.3 Data Collection

Data in this research will be collected by means of literature study and empirical research.

1.5.3.1 Literature study

A literature study was conducted to gain in-depth understanding of the influence of peer coaching in stimulating educators' learning in the work place. The information was derived from all the available data bases (both national and international) for example, NEXUS, SABINET – On-line, the EBSCO Host web and various other web-based sources as well as a DIALOG search to gather recent studies on the subject.

The literature review consisted of a discussion of the history of coaching, coaching in the business world, informal and formal coaching and coaching for educators.

The following key words were used to conduct the electronic search for relevant national and international literature data:

- professional educator coaching;
- coaching in education;

- peer coaching;
- career development;
- self-awareness; and
- motivation.

1.5.3.2 Empirical research

In order to realize the aims of this study a qualitative empirical research method was employed in the form of focus group interviews. Focus group interviews were chosen for this research as the participants are conceived as experts in their own field (Seidman, 1998:23) and that they involve people with similar backgrounds and experiences who are brought together to focus on a specific issue (Miles & Huberman, 1994:14). Two focus group interviews were conducted, which composed of nine participants each (n=18).

1.5.4 Data Analysis

The researcher personally interviewed the participants, and all the participants' responses were recorded by means of a tape-recorder. Before the collected data was analysed, it was first transcribed over a period of two weeks. Tape-recorded interviews were listened to and typed in order to produce verbatim responses of the participants and to have a written text.

The next step was to code the transcribed data into relevant categories and to look at the frequency of occurrence with the purpose of producing themes (Creswell. 2003:10).

1.6 ETHICAL ISSUES

In order to facilitate the participants in giving their fully informed consent, all the necessary information pertaining to the research, including the nature, purpose, usefulness, procedures, confidentiality, the protection of anonymity and the voluntary nature of participation in the research were given. This

exercise was carried out with the participants, rather than just what Terre Blanche and Durrheim (1999:43) refer to as “gatekeepers”.

1.7 STRUCTURING OF RESEARCH REPORT

Chapter 1: Orientation to the research

Chapter 2: Literature review on coaching as a tool for educator development

Chapter 3: Qualitative research design

Chapter 4: Data analysis and interpretation

Chapter 5: Recommendations, summaries and conclusions

1.8 CONCLUSION

This chapter presented an introduction to the research, which is presented in the form of:

- the statement of the problem which prompted the researcher to engage in this study;
- aims of the study;
- research methodology; and
- the way in which the chapters of this research are structured.

The next chapter presents the literature review on coaching as a tool for educator development.

CHAPTER TWO

REVIEW OF THE LITERATURE

2.1 INTRODUCTION

The review of literature on coaching encompasses print online books and journals from the mid-nineties onwards. While by no means comprehensive, the literature surveyed was adequate to indicate how the field of coaching in education stands today as compared to the field of business and the corporate world. **In assisting educators to move through a perceptual and shape-shifting process that will see new landscapes like learning communities emerge, the literature demonstrates that coaching as a tool – particularly in its latest incarnations – has promise (Fletcher, 2000:12).**

The work that best represented the role that coaching might play in the new professional and educational futures were that of Hargreaves and Fullan (2000:56). Their views form the theoretical framework for this research, situating other works with respect to it. They refer to four evolutionary “ages” of professionalism and link up with associated approaches to coaching. A personal caveat here is that these ages should not necessarily be seen as sequential in a linear way, even given Hargreaves and Fullan’s timelining. There could be differentials in progress and development across various peoples, organizations, and cultures, making ages co-existent.

The literature review also highlighted that coaching relationships span centuries and were first described in Greek Mythology. Over the years there have been both formal and informal coaching programmes (Hine, 2000:3). The use of coaching in the business world has frequently been cited in the discussion of coaching in the educational field. Chapter two gives information regarding the history of coaching, including both the corporate and educational fields and descriptions of coaching relationships.

In this chapter formalized coaching programmes for aspiring educators and newly employed educators are also addressed.

2.2 THEORETICAL FRAMEWORK OF THIS PEER COACHING RESEARCH

Much has been written about the social processes involved in learning and it is important to draw on these in examining the possible benefits of peer coaching. Looking at children first, there is a considerable body of evidence linking the cognitive development of children to peer interactions. It also appears that the equality of a peer relationship is more conducive to effective learning than the unequal relationship between an adult and a child (Koo, 2002:36). Further arguments suggest that children develop a deeper self-knowledge through this engagement with others (Bandura, 1997:14).

Some researchers have stressed the importance of others in the development of self across the age range (Watson & Tharp, 2002:34). This social constructivist framework underpins much of the work on coaching, with a particular emphasis on the importance of social discourse in the promotion of learning (Vygotsky, 1986). Such work would seem to support arguments for the use of peer coaching and an examination of how far these ideas may be applied to educators' development at schools has formed part of the research reported in this study. There are other issues that can arise specifically in relation to workplace development. Fritts (1998:19) has described some of the 'socio-cultural practices' contained in the workplace. The impact of such practices on the educators in the workplace is likely to be influenced by pairing. Thus, while studies such as Hawley and Valli (1999:130) have reported on the beneficial effects of peer coaching *per se* on school culture, it can be argued that the practice of pairs of educators working in a collegial manner may have a further beneficial impact. It may also be the case that educators working as pairs develop more confidence in bringing new ideas to bear on the workplace, thus helping to avoid the risk of 'having novice educators developing teaching practices that do not reflect quality teaching' (Sytsma, 2004a:10) where coaching is of poorer quality.

Thus coaches are not always in a position to place novice educators where they wish and it is important that mechanisms are in place to avoid coaching developing into a culture of poor practice. The arguments for the use of peer coaching also draw on Boreen, Johnson, Niday and Potts's (2000:16) ideas

about professional training and the emergence of a reflective practitioner, with experience providing the context for reflection and developing from experience. In looking further into such issues, Holloway (2001:85) has stressed the importance of providing opportunities to reflect on practice 'through others' eyes'. It can be argued that a peer may be able to act as one such pair of eyes, thus providing further support for professional development. Support for such arguments can be found in research into the use of coaching (involving mutual observation and peer support) as a tool for the professional development of in-service educators, which shows that approaches involving peer coaching are very effective (Resta, Huling, White & Matschek, 1997:43). There has also been very strong evidence that school improvement is accelerated when staff development programmes involve teamwork and where the school draws on 'critical friends' (Fullan, 2001:12; Hawley & Valli, 1999:130). It follows logically from this that it is important to embed collaborative practice in educator development. Furthermore, peer coaching provides the opportunity for educators to develop as 'critical friends' to each other during their training period. Considerations of the changing nature of educators' professionalism are also important in considering why peer coaching might be appropriate (Brooks, 2005:59).

Thus Wilson (1996:15) has identified a postmodern professionalism, which requires of educators to enter into a diverse range of partnerships, including those with groups and institutions beyond the school. Furthermore, Hargreaves and Fullan (2000:56) have argued for the importance of the role of coaching as a force for developing such professionalism and, in characterizing a new formulation of coaching, have argued that coaching should move from 'hierarchical dispensations of wisdom to shared inquiries into practice'. The use of peer coaching in educator development, working in a collaborative manner with coaches, would seem to be one way of helping to move this vision forward.

Peer coaching is, on the basis of the foregoing paragraphs in this section, seen as one collaborative approach of an educator helping another educator.

2.3 THE HISTORY OF COACHING

The history of coaching can be differentiated in the following ages:

2.3.1 Pre-professional age

This refers to the early “factory-like system of mass education” and the pre-professional age (Hargreaves & Fullan, 2000:57) where educators learned to be educators by imitation from an early age. Coaching was reduced to a pat on the back or a few words of encouragement, most likely from superiors who judged good practice in others as being just like their own.

In what Ehrich and Hansford (1999:95) describe as traditional coaching, there was a system of elitist patronage in the corporate world that created “homosocial reproduction” (Bolam, 1995:61). The solution, depending on viewpoint, was that good and approved ways of operating were passed on to a new generation who would faithfully reproduce them. Coaching in this age was thus not seen as a tool of professional growth (Geva-May & Dori, 1996:34).

2.3.2 Autonomous professional age

The 1960s onwards saw an increase in educator pre-service preparation time, in salaries and, hence in status. With increasing professionalism, came increased autonomy and individualism, leading to an inhibition of innovation because of educator isolation (Glickman, Gordon & Ross-Goron, 1998:10). Teaching was private, and educators talked little with one another and about their practices. Some of the works consulted, from here and overseas, focused on coaching relationships between coachee or beginning educators and experienced educators (MacLennan, 1995:2).

Hine, Clarke and Power (2000:5) report on studies in which coachee educators feel that co-operating educators have power over them. It would seem, in my perception, that autonomous educators would feel a need to protect their domain of expertise and thus would carefully control others' access to and use of it. With shades of traditional coaching thus present,

Sytsma (2004b:20) laments that coaching educators have often been viewed as impeding as they were reluctant or unable to stand out from their colleagues. Helping relationships such as coaching were confined to new educator inductions, as only the novice and the incompetent were deemed in need.

David (2000:134) asserts that while educator professionalism has “moved on” in some areas since then, the trend of coaching being used principally in induction has continued to present coachee educators’ professional growth rather than promoting it. In a project they conducted in which coachee and experienced educators explored the characteristics of more effective coaching, three areas of support and challenge were established: helping coachee educators to survive their initial teaching experiences and to define their teaching lives; building relationships based on dialogue and reflection; and building professional partnerships (Telzaff & Wagstaff, 1999:285). The identification of the latter two areas, in particular, demonstrates that the coaching of coachee and novice educators can also “move on” from a quick orientation to a more substantial and on-going helping relationship that extends out into the community, a point which will be taken up later in describing Hargreaves and Fullan’s (2000:45) last professional age.

The need for educators to be less protective of their best practices in coaching new educators is re-inforced by Stanulis and Weaver’s (1998:134) comments that few coaches played the role of agent provocateur where they challenged the novice educator’s ideas and images of teaching. They appeared to be more comfortable with establishing a relationship based on active listening and support (Stevens, 1995:133). In not critically examining the practices of both the coach and coachee, an acceptance of the *status quo* is modelled, again bringing shades of the cultural transmission that featured in traditional coaching. The researcher suspects that as new educators become experienced educators, they may continue in this vein and become good supporters, but poor challengers of their own coachees, a characteristic found in educators in one state education system in Australia (Bion, 2003:13).

Clearly, the coaching of novice educators is valuable in initial professional growth, and hopefully coaches have moved beyond the autonomous professional stage (Ford & Parsons, 2000:17). That being said, the role that coaching might play with regard to the larger sphere of educational transformation and change is limited if its practice is confined to induction.

2.3.3 Collegial professional age

Hargreaves and Fullan (2000:24) relate that the mid-1980s saw individual educator autonomy becoming unsustainable in the face of the increasing complexity of schooling. Responses to challenges were uncoordinated and based only on individual knowledge and skill. The pressure was growing to create collaborative cultures of common purpose. The time was ripe for ongoing learning cultures to emerge in order to replace episodic and individualized staff development. Gay (2000:27) points out that the implications for initial educator education, ongoing professional learning and coaching were that educators would learn to teach in new ways, that professional development would be seen as a continuous process and as the responsibility of both individuals and institutions, that professional learning could be in-house or course-based and that it meant working and developing with other educators, and that such development would be framed and informed by professional standards of practice.

The advent of educators working continuously and together highlights the necessity of applying andragogical rather than pedagogical practices in coaching. Cilliers (2001:17) suggests adult development should take cognizance of:

- learners' motivation and needs to know;
- learners' self-conceptions as people responsible for their own decisions and directions; and
- their past experiences and their readiness to learn and apply their learning to life situations (Cox, 1997:17; Kossuth, 1998:17).

Thus, the metering-out of master-to-apprentice transmissions of traditional coaching needed to be replaced with a model that was more collegial and with a high degree of mutuality to encompass adult learning needs. However, in most works portraying early collegial models of coaching, the usual association cited was of a more expert coach with a less expert coachee (Lawrence, Bain & Gould, 1996:30; Neumann *et al*, 1997:8; Lowman, 2002:19). That being said, the expectation was that both parties in the partnership (Sanford, 2002:37) would be authentic and considerate of each other, for example with regard to accurate empathy (Stapley, 1996:13) and stages of adult development (Seligman & Csikszentmihalyi, 2000:7), and that both would benefit in some way (Tonsing, 2003:28). Rather than being about “power over”, the concern was “about personal power, not expert or role power” (Price, 2003:35).

In the contexts within a state education system, educator collaboration occurs on a superficial level, as for example, in planning a unit of work and in developing school policies, but there is as yet little of what could be termed professional helping relationships through coaching (Hillary, 2003:10). In other words, there is little structured or sustained co-examination and co-exploration of professional practice with a view to continuous improvement. In most collegiality, there are lingering shades of the closeted autonomous professional not wanting – or perhaps not conscious of the need - to see with new eyes, but on the other hand, with the advances in communication technologies, there are increasing opportunities in a time-poor profession to engage in deep conversations (Lipgar & Pines, 2003:20). To sink or swim as a professional in the new millennium, educators may need to reconsider the parameters not only of their practice, but also of their professionalism. In that, coaching yet has a role to play (De Jager, 2003:21).

2.3.4 Post-modern professional age

As the boundaries that comprise society in the new millennium are in continuous flux, so too are the social geographies of professional learning. Hargreaves and Fullan (2000:45) suggest that there is an emerging age of post-modern professionalism where professional development is becoming

both wider, for example through networks and community, and deeper, for example through engaging in research and transformation. They ask if this age will bring positive new partnerships and note that coaching is “embedded and embroiled” in these developments – for the idea is dawning that “all educators are more effective when they can learn from and be supported by a strong community of colleagues” (Hargreaves & Fullan, 2000:45).

In seeking to position coaching as integral to teaching and professional development, Cilliers (2000:24) is provocative: “We ask not what the needs and issues of coaching are in general, but how we might challenge and extend the role of the coach in a world where the very nature of teaching is undergoing profound changes. What are the challenges to coaching at the beginning of a new millennium?”

He goes on to outline key areas of change that will drive the debate on coaching issues in postmodern education. Firstly, they propose the term “coaching” to indicate that the traditional model of expert passing on the craft of knowledge to a novice should be replaced by a problem-solving model in which, following Cilliers (1995:10), “new and experienced educators work on and inquire into the problems of teaching and learning in a situation where everyone acknowledges that teaching is inherently difficult and even ‘experts’ do not have easy answers” (Hargreaves & Fullan, 2000:28). An example of this is the Australian National Schools Network’s (Rosenbach, 1999:3) promotion of the Centre on the Organization and Restructuring of Schools (CORS) protocols to help educators get to the “heart of teaching” with productive, non-judgmental conversations about the quality of their work and their coachees’ work (Anderson & Kappa, 2001:5). Educators together work at solving problems of practice with a view to improving coachee outcomes.

Secondly, Hargreaves and Fullan (2000:34) advocate coaching that provides strong emotional support for all educators in these times of rapid change that erode confidence and engender anxiety and insecurity about competence. To continue with the same example, educators involved in conversations guided by the structure of protocols can put aside traits of autonomy in development, such that they can talk co-operatively and productively about improving their

practices while feeling safe at the same time. As communities of practice (Bell, 1998:5), such conversations are owned by the participants and act as a buffer to mandated changes that can threaten to engulf them. Further, Hargreaves and Fullan (2000:48) note that educators' professional practice should extend from the classroom into the community, and that coaching should help educators learn how to work "out there" in productive partnerships with other adults such as parents to enhance coachees' development. Educators accustomed to using protocols in examining coachees' work, for instance, could invite parents to participate as partners in conversations aimed at supporting coachees to improve achievement, such that the concept of deep development applies not only to coachees, but also to educators, parents and the wider community. Coaching could be extended into partnerships with universities, human service agencies and professional associations in developing networks of mutual challenge and support (Buchner & Hay, 1999:31).

A considerable portion of the more recent literature on coaching describes approaches and initiatives that reflect Hargreaves and Fullan's (2000) changes. In promoting professional development schools, Caccia (1996:37) sets the challenge that the professional educator is one who learns from teaching rather than one who has finished learning how to teach. She refers to the "rub between theory and practice" where educators can work together on questions arising from real contexts. Curtis and Curtis (1997:16) puts forward a "catch-22" situation where the lack of a coaching programme could lead to a lack of pro-activity and thus to a constant and debilitating stream of problems that take up time that could be used more suitably if educators were better equipped to solve problems together (Dyer, 2001:15). Coaching in professional development schools and other settings could be a pro-active and productive investment for educators to learn together to problematize their practice and address the "rub" (Eaton & Johnson, 2001:246).

Fischer (2001:10) echoes Hargreaves and Fullan (2000:23) in noting that coaching should provide opportunities to re-personalize education. Indeed, Galbraith and Anstrom (1995:4) call for coaching that is concerned with

continuing personal as well as professional development and not just continuing professional development. In the process, personal and professional values come under scrutiny and are subject to change. They refer to Hamman, Berthelot, Saia and Crowley (2000:33) in explaining that coaching unblocks ways to change by increasing self-confidence, self-belief and action orientation by building interpersonal relationships (Hargrove, 2003:28). Coaching that supports educators' personal emotions and relationships is likely to be based on conversations characterized by:

- explicit and regular attention to each individual's development and to increasing awareness of the level at which s/he is at;
- respect and accurate empathy for each other;
- an expectation of learning and a willingness to experiment and express feelings of both doubt and support; and
- explicit attention to evaluating actions (Dyer, 2001:30).

In the emotional security of such personalized coaching, educators may be more willing to engage in the risk-taking and conscious learning that metacognitive reflection (Isaacs, 2000:14) on practices involves.

2.3.5 Coaching in the New Age

Over the progress of Hargreaves and Fullan's (2000:12) ages of professionalism, it might be observed that the imbalance of power in traditional coaching is being replaced with a balancing that sees coaching emerge as a truly mutual helping relationship, as in the project above. This expands the boundaries within which coaching can occur and the pool of practitioners in which helping relationships can arise (Johnson, 2001:13). The "out there" and the "in here" are meeting in cross-institutional coaching partnerships described as "collegial", "collaborative" or "co-coaching" (Butcher & Prest, 1999:151; Kochan & Trimble, 2000:26; Mullen, 2000:10). Partners develop the new eyes that Kappa and Ellen (2001:16) wrote of because collaborative reflection enables educators to see things in their practice that

they did not know were there (Kinlaw, 1999:16). The eye-opening power of this kind of coaching offers transformation for the partners, their relationship and their practice. There is the potential for critical friendship (Kohler, McCullough & Buchan, 1995:15) to develop or for learning leaders (Kotter, 1996:10) to emerge. Developing a leaders' network across boundaries to support and challenge the learning needs of community members represents another plane of coaching. Furthermore, such coaching for professional learning and leadership positions partners to become significant players in educational reforms towards improving coachee learning outcomes. It is widely accepted that educator learning is critical to increasing coachee learning (Fullan, 2001:21; Lam, 2001:162).

That coaching as a practice of professional growth and a tool of school improvement is changing is evident from the literature consulted. Hargreaves and Fullan (2000:32) have identified three strategic approaches that coaching programmes could adopt to make a difference. Firstly, they advocate that coaching programmes be conceptualized and designed explicitly as instruments of school reculturing. For example, a common factor that mitigates against educator participation in school improvement initiatives is the lack of time and opportunity they have to talk with each other (Sytsma, 2004b:21). Designing and implementing a co-coaching programme for educators provides time and space for "educator talk". Educators have the opportunity to function as professional colleagues, can address the rub of theory and practice, and can become leaders in learning communities, as mentioned previously. Coaching can be conducted in person or online. While space is variable, time is the essential element. Given time to talk, the coaching process moves partners and participants from "what is" to "what might be", as practitioners and in practice. The new eyes of collegial professional development lead to new action in changing schools and in improving coachee learning outcomes (DuFour, 2004:18; Fullan, 2001:24).

Secondly, Hargreaves and Fullan (2000:23) advocate that coaching be explicitly linked with other components in transforming the teaching profession. Too often, as highlighted earlier, change in education is seen in

systemic and structural ways and does not attend to how change is experienced in personal ways within educators (Sytsma, 2004a:11). The process of coaching offers a very personal way for educators and other educators to work through what change means to them. Change becomes an exciting and empowering experience to live through, rather than the disheartening and disenfranchising experience of recent times. Mated with coaching wherein individuals honour one another, mandated changes in teaching have a better chance of succeeding (Lam, 2001:162). Thus Hargreaves and Fullan (2000:15) lastly propose that those involved in making a difference at schools must have their eyes open to the window of opportunity that coaching provides to re-create the profession. For example, New Age coaching can be taken up by leaders in all spheres of education who desire new eyes for themselves and others (Bell, 1998:10). To move coachee learning into the more collegial, co-operative and social modes of the learning community, professional learning among educators could be the model. Coaching would be an exemplary tool for the task and demonstrate that learning together is the most effective way to learn better. Clearly, in Hargreaves and Fullan's (2000:34) eyes, and in the eyes of those who would lead the way, coaching has potential.

Hale (1999:23) describes a journey as the metaphor often used to describe coaching. To go from here to there, to be a tool that all educators can use to become a professional community of learners who can change the face of schools and give coachees new eyes, coaching itself is undergoing a journey: from happening in isolated pairs, to becoming an integral part of professional cultures; from focusing only on what educators do, to developing the ability to form strong relationships in a learning community; from dispensing wisdom, to sharing inquiry into practice and from being isolated from growth, to becoming part of transforming the profession and re-culturing schooling (Hargreaves & Fullan, 2000:38). For educators of all ages and stages, coaching offers the "real voyage of discovery" that supports and challenges professional and organizational growth and develops the new eyes that we all know we need in order to serve our coachees and ourselves better. Coaching is, as Fletcher (2000:10) puts it, "to participate in life growing".

From the foregoing paragraphs, it is clear that making use of coaching relationships as a way to enhance professional development activities is not a new idea. The concept of the experienced professional as a coach, serving as a wise guide to a younger protégé, dates back to Homer's *Odyssey*. Coach was the educator entrusted by Odysseus to tutor his son, Telemachus. Based on this literary description, the world has been provided with a lasting image of the wise and patient counsellor who serves to shape and guide the lives of younger, less-experienced colleagues (Fritts, 1998:19; Cochran-Smith & Paris, 1995:190). This same image of coaching persists in many other recent definitions of the practice. Bond (1999:10) defines coaching as the establishment of a personal relationship for the purpose of professional instruction and guidance. Wenger (2002:166) maintains that this activity is an important part of development by adults because it represents a holistic and highly individualized approach to developing in an experiential fashion. Another definition suggested by Carger (1996:23) is also relevant when considering the application of coaching for educators:

- The coach is a master at providing opportunities for the growth of others by identifying situations and events, which contribute knowledge and experience to the life of the steward (Clinard & Ariav, 1998:100).
- Research based on coaching opportunities does not happen by coincidence; they must be thoughtfully designed and organized into logical sequence. Sometimes hazards are attached to opportunity. The coach takes great pains to help the steward recognize and negotiate dangerous situations. In doing this, the coach has an opportunity for growth through service, which is the highest form of leadership (Lacey, 1999:9).

MacNally and Martin (1998:40) examined coaching in business and industry settings and observed that different types of supportive relationships are appropriate at varying times in a person's career. She divided these times into early, middle and late career years and suggested that people tend to have vastly different developing needs in each of those time frames. As MacNally and Martin (1998:40) observed research on adult development and career development has established that, at each stage of life and career, individuals

face a predictable set of needs and concerns which are characteristics of this particular age and career history (Dunne & Bennett, 1997:230).

Lam, Yim and Lam (2002:185) assert that coaching relationships in education have generally not been tailored to the needs of individual protégés. The only recognition of differentiated support is found in the recent emphasis on coaching as a support for first-year educators. Many states and individual school districts across the United States of America have recognized the importance of coaching as a way to provide support to school educators. Educators have come to recognize that the use of coaching is a more complex task than first thought. Simply matching pairs of educators and calling one a coach does not mean that a true developmental and supportive relationship exists (Landsberg, 1997:39).

Various researchers have revealed the following assertions to highlight that coaching is not a new concept in the development of human beings:

- Coaching is not a new discipline that has suddenly been invented (Meyer, 2005:64).
- Coaching is probably as old as the first Stone Age spear-throwing competition. However, it is only in the last few years or so that one can actually purchase coaching commercially outside the sports or performance arena (Mieddaner, 2000:5).
- Coaching has always been a natural part of life for people everywhere. It is used by millions of great-parents who love their children unconditionally and put their own needs aside to believe in their children's potential completely and support them, encourage them and nurture them to be great (Minty & Benett, 2001:23).

Today, it is used by hundreds of thousands of great business leaders who truly know how to develop their employees, not by abusing their human resource power, but by:

- believing in them;

- challenging them;
- supporting them;
- giving them more positive than negative feedback; and
- making sure they take care of themselves (Munetsi, 1999:32).

So, from the foregoing exposition, it is clear that coaching is the art of bringing out the greatness in people in a way that honours the integrity of the human spirit. It is both an innate human capacity and a teachable skill, which has now become a new way of working with people within an organizational context (Parsloe & Wray, 2001:10).

From the foregoing paragraphs it is apparent that historically and traditionally a coaching relationship has been an informal process. It is usually a chance relationship based on common goals and interests (Poertner & Miller, 1996:23). The coaching enters a person's life at a time when changes are imminent, helps the person through changes and then either departs or develops a lasting friendship with the person (Post, 2001:32).

Results of a survey conducted on coaching for college educators showed that only one-fourth to one-third of college educators had coaching (Price, 2003:13). This study was particularly interesting because of the informal process of leadership development among academics. In this study, the surveys were followed by interviews, which identified a series of steps in the coaching-protégé relationship. The first step usually involved the coach's recognizing the talent and promise of the protégé (Rehm, 1999:24). This was often followed by a series of tests that could either be arranged by the coach or were part of the job of the protégé. During these tests, the potential protégé would be watched by the coach to see how he/she carried out assigned responsibilities. The third step was when the actual coaching-protégé relationship began. At that point in time the coach typically had the protégé working closely with him/her (Slater & Simmons, 2001: 68).

In England there was a somewhat informal coaching network that was called sitting next to Nellie. This was basically a restricted learning system through which the protégé was offered the chance to acquire skills vicariously and to acquire the skills demonstrated by the “Nellie” that he was permitted to watch. Concern was expressed that Nellie’s methods would subsequently be regarded as the right and only way to do the job. As a result, the British Government moved to the more formalized coaching programme (Sparks & Bruder, 1997:10).

Tschantz and Vail (2000:200) reported that informal coaching relationships have formed the basis for many corporate success stories. While Bell (1998:20) discussed the success of formal coaching programmes, she stated that these programmes are not viewed as a replacement for informal, spontaneous coaching relationships (Wallance, 1998:81). In spite of such success stories, many companies and organizations are turning to the formalized coaching programme because the coaching takes place faster than during the informal process. The time (six months to a year) needed in informal coaching for the coach and the coachee to bond is eliminated. Once the two have been selected and matched, coaching begins right away. If the match is unsuccessful and the two will not be able to work it out, then the participants switch to other coaching partners (Goodwyn, 1997:33).

California, North Carolina and Ohio were among the first states to create formal mandatory coaching programmes for novice educational educators. One of the commonalities in all of these states was that experienced educators who were successful in the educational field were to be identified and selected to work with new educators (Bolan *et al*, 1996:30). Chapman (2004:10) believes that the use of such coaching is a powerful tool for bringing about effective school practice. Furthermore, he sees structured coaching programmes as being very effective in helping both women and minority educators move into leadership roles more smoothly. The Ohio Lead Centre (Lacey, 1999:22), a programme supported by the Federal Leadership in the Education Development Act of 1986, has developed some training materials and activities to support local induction programme in Ohio. These entry level

programmes helped smooth the transition of new educators from the classroom to the front office and included a coaching component. In Ohio, state certification policy calls for newly hired educators to work with experienced colleagues as coaches (Mullen, 2000:15).

One programme through which new principals are assigned coaching is called The Management Profile Program. This is an integrated professional development model that was developed at the Texas A&M University Principal's Centre (Power, 2000:7). It is modelled after a programme used in the College of Business Administration, also at Texas A&M. This programme begins with a video-taped interview of the new principal. The interview is extensive and is composed of open-ended questions (Boreen, Johnson, Niday & Potts, 2000:15). The results of the interview are assessed and compiled into a report that diagnoses the principal's relative strengths as well as areas that need to be developed. This confidential report becomes the property of the principal who was interviewed (David, 2000:135). The principals interviewed frequently work with their assessors to create a professional development plan for the next three years. They are then encouraged to choose a coach who will work with them on this plan, preferably a principal who has also undergone management profiling (Holloway, 2001:85). The principals select their own coaches, who have the option of declining the request for assistance. Coach and mentees work together without any intervention from the central office (Tomlison, 1995:17). Odell and Huling (2000:76) maintain that coaches work in a variety of ways. They:

- call periodically;
- meet on a regular basis; give advice; and
- serve as coach, cheerleader and confidant.

This is a time-consuming and structured coaching programme that encourages new principals to meet their goals and also to become coaches themselves.

In England the sitting with Nellie activity was dropped in 1992, when the British Government authorized each recently appointed school principal to experience seven days of coaching by an experienced colleague (Stanulis & Weaver, 1998:136). Chapman (2004:16) explained that his move to formal coaching is as follows:

- Coaches train principals while they are doing their own jobs.
- Each new principal is paired with an experienced principal who guides learning through:
 - encouraging observation,
 - discussion, and
 - reflection.
- It claims to provide a personalized, hands-on learning experience.
- It offers structured management knowledge in a framework related to real issues facing school principals.
- It offers directed observation experience and friendly support, without being prescriptive about a right way to be a school principal.

2.4 THE DEVELOPMENT OF COACHING AS A DISCIPLINE

According to Price (2003:35), coaching is a relatively new discipline, at least in its present form. The coaching field is the result of the convergence of several developmental strands dating back as far as the 1950s. However, it is only in recent times that coaching has been recognised as forming a largely cohesive set of principles, knowledge and skills.

The emergence of coaching as a popular profession began in the United States of America (USA) in the late 1980s (Sanford, 2002:37). Since this time, the proliferation of coach training schools, close to a hundred in the USA for example, and the establishment of the International Coach Federation (ICF) has led to a dramatic increase in the numbers of professional coaches

worldwide (Tonsing, 2003:28). The ICF, the largest non-profit professional association of coaches worldwide, has more than five thousand members spanning one-hundred and seventy-nine chapters in thirty countries (Cohen, 1995:17). They have a set of competencies for coaching that are now recognised as the fundamental competencies for coaching by the majority of training providers globally (Veemnan, 1995:416).

Alongside this explosion in popularity, there has also been an elevation of the image of the profession in the wider business and academic community (Abell, Dillon, Hopkins, McNermey & O'Brien, 1995:180). This has seen the establishment of many successful coaching companies focused on the corporate sector and the establishment of several coaching courses at respected Universities. In America, Georgetown University (Washington, DC) has instituted a Coaching Certification Programme in its Centre for Professional Development. The University of North Carolina (Charlotte, North Carolina) now has a Business Coaching Certification Programme. George Washington University (Arlington, Virginia) has a Graduate Certificate Programme in Leadership Coaching through its Organisational Sciences Department. Sydney University offers a Graduate Coaching Programme as part of its Psychology Faculty (Joyce & Showers, 1995:51).

2.5 COACHING AS AN INDUSTRY

The coaching profession is a growing part of the \$100bn worldwide training and development industry. The three main markets for coaching are the USA, United Kingdom and Australia (McIntyre & Hagger, 1996:30). Australia also has one of the fastest growing coaching industries in the world. There are around one thousand people now training to be coaches throughout Australia each year, with many more than this in the USA. It has been estimated that between ten and twenty percent of CEO's of Australian companies have utilized the expertise of a coach. In the USA, this number was 60%, including both coaching and coaching programmes. Over 95% of the people in these programmes found the process to be of value (Bond, 1999:9; Enrich & Hansford, 1999:100).

In Australia in 1995, there were possibly a few dozen practising coaches, there are now over 1,000 coaches operating in this country. If coaching is compared to the personal fitness training industry, fifteen years ago only the rich and famous had a personal trainer. In England today there are currently over 4,000 registered fitness trainers. This shows that coaching is without a doubt one of the fastest emerging industries of the past decade, having experienced enormous growth in that time. There is the potential for professional coaches to become as widely utilized as accountants or lawyers, though there is a long way to go to get to this stage (Hale, 1999:20; Hine, 2000:2).

2.6 INFLUENCES BEHIND THE GROWTH OF COACHING

This section provides literature review's findings on the influences behind the growth of coaching.

2.6.1 Mythological frameworks

Edwards (2001:4); Power (2000:5) and Reiman and Thies-Sprinthall (1998:12) opine that the elements of coaching have been there in one form or another from the earliest times. Joseph Campbell is a recognized authority on religion and mythology. His work explores the archetypal hero journey that all humans undertake when they move out into the wider world, linking the mythology of cultures that are separated by huge distances in time and geography and finding the same story in its essential components (Norton, 1999:54). It is the tale of persons leaving their familiar world, usually encountering a guide/educator, experiencing an adventure/quest (often involving the overcoming of obstacles), learning or developing something new within themselves and then returning to their homes to utilize that knowledge in helping their community in some way (Clinard & Ariav, 1998:100).

Campbell's interdisciplinary approach led him to realize that this common story was a reflection of the internal journey of self-discovery and personal development that every human being is called on to undertake. In a very real sense, coaching is a natural progression of this hero journey and coaches are

the guides that people are utilizing to facilitate their own process of personal development (Cox, 1997:72; David, 2000:135).

2.6.2 Scientific influences

A number of new ways of viewing the world according to Freiberg, Zbikowski and Ganser (1996:54), have emerged in this century as a result of different disciplines working together to process the world. Modern physics has challenged the old view, that is, that the world can be understood by breaking it down into its component parts. This mechanistic world-view, epitomized by the writings of French philosopher Rene Descartes and the English physicist Isaac Newton, has given way to a new science (Holloway, 2001:86). It is a science that looks at the patterns in seemingly chaotic systems (chaos theory), providing an understanding of how collective properties arise from individual parts (emergence studies). Human beings are living through a time of change, the like of which has not been seen since the industrial revolution (Odell & Huling, 2000:150). Thinking, in science and business, is becoming increasingly holistic and non-linear. People are valued for their knowledge and skills, not just for what they can produce in the moment. At the same time there has been a trend by many leading scientists to link the new theories of Quantum Mechanics, Relativity and other new fields, back to everyday life (Bion, 2003:15).

Links are being created between things like the wave / particle duality of light and quantum uncertainty principles, to human beings' ability to create their own reality. Scientists such as Paul Davies, James Gleick and Fritjof Capra have been building a case for looking to scientific principles as a source of guidance for day-to-day life (Chapman, 2004:34).

2.6.3 Sociological change

If researchers were to examine many of the sociological changes that have occurred over the past fifty years, it would be easy for them to see why coaching has become such an important resource in today's society. One overall factor is increasing wealth in the first world (Abell *et al*, 1995:174). As individuals achieve their professional and financial goals, many of them find

that they are still not fulfilled and are seeking resources to help them realize their personal potential (Barnett, 1996:47).

The diminished role of the family in western culture is a factor in the growth of coaching. Over half of all marriages now end in divorce. The typical nuclear family no longer consists of a stay-at-home partner operating as a support for the working partner and children (Joyce & Showers, 1995:31). Family roles that were set fifty years ago are now blurred. This has led to a decline in human beings' abilities to get the support and sounding boards they need from their close and extended family (Thomlison, 1995:23).

The big shifts in the workplace also act as a driving force. The loss of careers for life has led to uncertainty among people and more people are looking for help to define their future. People now change careers on average at least three times in their lives (Veemnam, 1995:430). There is a perceived deficit of integrity in the modern business world, which has made job certainty and company loyalty a thing of the past (Fairbanks *et al*, 2000:102). This uncertainty has contributed to the increasing pressure on employees to work longer hours and achieve ever-greater results (Hays *et al*, 1999:90). In the move from an industrial age to an information age, people and the knowledge that they possess are now recognised as a most important resource in the marketplace. It is in this climate that companies and individuals are viewing coaching as an important resource (Knowles, Holton & Swanson, 1998:80).

The decline of mainstream religion according to (Albright & Clay, 1997:20) has left many people with no-one to turn to for support, guidance or community. Many of the eastern religions such as Buddhism have been growing in popularity, driven by celebrities and political issues, resulting in greater acceptance of spirituality of a new form (Bell, 1998:13). The decline of the family and religion, the increased pressure on people and the big move into cities over the last century are all factors contributing to an increased sense of isolation among a large chunk of the western world (Bolam, McMahon, Pocklington & Weindling, 1996:30) People are turning to coaching to help them add connection, intimacy and meaning to their lives, both as clients of coaches and as becoming coaches themselves (Bolton & Bolton, 1996:30).

2.6.4 Clinical Psychology/Therapy

According to Alberti and Emmons (2001:26), until the 1950s the dominant model of psychology was behaviourism: a theory that rested on the idea that human behaviour was controlled by stimulus and response connections. Psychology as a discipline felt that there was little point in examining the contents of the mind. Bundy (2004:46); Cummings (2002:17) and Freedman and Combs (2002:13) opine that in a clinical setting the behaviourist approach was not working for some disorders, specifically for depression. This prompted behaviourists to incorporate cognitive techniques into their treatment of patients (Kazdin, 2001:6; Lewis & Osborn, 2004:40). The addition of this component in the 1960s saw the birth of cognitive behavioural therapy (CBT), which is the cornerstone of clinical psychology today (Mikulas, 2002:39).

In the 1970s there was a growing section of the therapeutic community who were discontented with the problem-focused nature of the cognitive-behavioural models of the time (Miltenberger, 2004:71). They formed the opinion that an approach based on constructing solutions would be more beneficial for clients. They developed a new form of therapy entitled Brief Solution Focused Therapy (BSFT) (Prochaska & Norcross, 2003:23). This approach is characterized by:

- clear and specific goal-setting;
- strategic planning with the client;
- an expectation of change in a short period of time;
- emphasis on what will happen (future, not past, orientation); and
- recognition of the client's resources and experience for producing change (Yalom, 2003:17; Watson & Tharp, 2002:35; Ryan & Deci, 2000:68).

Although BSFT was originally devised for therapeutic clients, the above components are all hallmarks of coaching today.

2.6.5 Life Skills Training/Education

This began in the 1960s with a focus on teaching life skills to disadvantaged groups in the hope that it would increase their functionality and reduce the likelihood of mental illness in the community. This was one of the first attempts by mental health professionals to work with normally functioning populations (Morgan & Macmillan, 1999:158; Goldenberg & Goldenberg, 2004:17). There was also a great deal of work being done at this time on education and how adults learn. Some of the key insights developed during this time relate to experiential and self-directed learning, which is one of the core principles of the results coaching model (Ellis, 2001:17; Ellis & Crawford, 2000:21).

In the 1970s psychologists began to work increasingly with normally functioning clients to improve performance. Most notable is Seligman and Csikszentmihalyi's (2000:10) work on optimism and pessimism. In fact, he first coined the term learned optimism and it was his research that first indicated that pessimism and optimism could be learned or unlearned. Seligman and Csikszentmihalyi (2000:13) were among the first group of psychologists to research how highly functioning people become so successful.

2.6.6 Sports Psychology

Achievement on the sports field has long been a source of inspiration to all. Perhaps this is even more the case in these times of relative peace. The psychology of winning on the playing field has increasingly found its way into boardrooms, classrooms, workshops and the speaking circuit. Today, many teams have a sports psychologist and there are companies that specialize in providing services to athletes and teams alike (Dattillio, 2000:17; Corey, 2001:18).

2.6.7 Personal development

This movement has been there at least since the 1950. Often believed to have begun with Normal Vincent Peale's 'The power of positive thinking, the movement began to proliferate in the 1980s in literature and courses offered

to the general public and is now a feature of modern life (Broadley, 2000:139). The key principles of the personal development movement have been:

- a move toward increasing self awareness, including work on the 'filters' by which people see the world, their expectations and assumptions (Cain & Seeman, 2002:72);
- focus on accepting responsibility for one's actions (Beck & Weishaar, 2000:241); and
- the idea of having choice in people's lives (Applefield, Huber & Moallem, 2001:36).

Krabbendam and Aleman (2003:376) posit that the personal development movement has created an optimal environment for the acceptance of coaching in the wider community. Individualized coaching is a logical next step from mass participation in personal development and life skills training programmes.

2.7 PRE-SERVICE COACHING PROGRAMMES FOR EDUCATORS

A number of universities participated in the Danforth Foundation Programme for the Preparation of Educators implemented in 1987. The programme was first implemented at Cleveland State University, Georgia State University, the University of Alabama, and Ohio State University (Caccia, 1996:37). This programme was designed to better prepare and assist aspiring educators in order to allow them to take on future leadership responsibilities at schools (Bush & Coleman, 1996:66). The primary objectives of the Danforth Foundation programme were:

- to work with selected university faculties to think and act boldly in developing alternative programmes for the preparation of educators, in collaboration with practising school educators (Cilliers, 2000:21);
- to develop future educators' knowledge, attitudes and skills about school leadership through methods not traditionally included in university programmes (Dunne & Bennett, 1997:226); and

- to enable aspiring educators to gain practical skills prior to accepting their first administrative positions (Fibkins, 2002:5).

A number of principles and practices according to Ford and Parsons (2000:21) were embraced at all institutions hosting the Danforth programmes. It was accepted that, firstly, the programmes designed in each case would emphasize learning through experience, rather than simply through the accumulation of graduate credits in traditional university courses (Halford, 1999:17). Secondly, all local adaptation of the Foundation agenda attempted to make certain that positive and collaborative relationships were formed with the local school systems as the basis for any university-based effort (Hays, Gerber & Minichiello, 1999:85). A third common ingredient in all Danforth programmes has been the designation of individual, experienced, school educators to serve in on-going coaching to the candidates selected for participation in each local effort (Lombardo & Eichinger, 2000:17). Relationships formed between aspiring educators and their coach was believed to serve as a central activity leading to effective teaching and instructional preparation.

Within six years, the Danforth Programme had expanded to include twenty-four universities. The coaching programmes, which were implemented varied. In reviewing the programme, Murnane Singer and Willet (1998:4) found that a major value of coaching consists of the help it provides to aspiring educators seeking to learn their craft. Furthermore, they found that coaching activities were found beneficial by both the protégés and the coach who served in the programme. Their study suggested that the individuals who had contact with the aspiring or beginning colleagues learned as much as they taught. Thus, encouraging educators to serve as coaches could be a powerful approach to their own in-service education (Stevens, 1995:131).

In 1988, Virginia Tech's Educational Administration Programme faculty examined the Danforth Programme approach and decided to add it to their principal preparation programme. At that time, Virginia Tech faculty members were already involved in restructuring their programme and had some ideas about the path their programme would take (Whitmore, 2003:19). They

indicated this to the Danforth Foundation and told them that they were interested in continuing along the lines they were going. They submitted a proposal, which was approved (Zemke & Anderson, 1997:75). Prior to the inception of the programme there was an objective-driven internship component. The principal served as an informal coach to the intern and met with a faculty member an hour prior to the beginning of the internship to review the intern's expectations and at least twice during the experience to review progress (Hamman, Berthelot, Saia & Crowley, 2000:344). With the inception of the Danforth Programme, the principals who coached the coachees participated in a three-day training session, using a coaching and coach programme developed by the National Association of Secondary School Principals (Hine, 2000:3). This programme utilized an extended set of activities. The interns worked with their coaches over a two-year period. Follow-up meetings were held with the coach to discuss their experiences with the interns and to ask how they could facilitate the internship experience (Johnson, 2001:30). The coaches took their work seriously and wanted to be able to help the coachees as much as they could. The reactions of interns and coaches were quite positive (Lam, Yim & Lam, 2002:190). In fact, the coaches often stated that they had more than one coach. In addition to their assigned coach, they often considered their home principal and faculty members as coaches. Although the Danforth Programme has ended, the principal preparation programme at Virginia Tech has maintained its coaching component (Mieddnar, 2000:15).

The coaching programmes that were developed by universities were not without problems. McNally and Martin (1998:40) gave some helpful hints for finding solutions to problems that may exist in pre-service coaching programmes:

- Coaching of aspiring school principals by experienced, caring and competent principals has the potential to be one of the most effective ways of preparing future educators for America's schools. Yet a coaching programme must be more than assigning a graduate coachee to observe a local school principal for a few hours during a semester (Price, 2003:34).

- A meaningful coaching relationship relies on the careful selection, training and evaluation of coaching principals, as well as the careful selection of interns so that the best instructional leaders are involved in the training of future leaders. Pitfalls may occur occasionally when the coaching relationship fails to provide a valuable field experience to the aspiring educator, but coaches and interns who are committed to the coaching will all benefit from the close professional relationship provided by such a preparation programme (Norton, 1999:55).

Price (2003:35) opines that coaching may have a profound influence on new and aspiring educators. The coachees who benefit from this process are more likely to serve as coaches to others and to continue this tradition as part of the organizational culture.

Reiman and Thies-Sprinthall (1998:20) pointed out the importance of selecting participants for educational administration internships based on criteria that focused on attributes that exemplify leadership. They also discussed the importance of selecting leaders with the appropriate characteristics:

Yerkes (2001:25) acknowledges the fact that the selection of professionals with the capacity for coaching alleviates the isolation that aspiring or novice educators may sense. In this way, networking is enhanced and communication channels among peers and colleagues are developed. A willingness to learn about coaching and a commitment to preparing future educational leaders should be viewed as paramount in the selection and recruitment of participants (Bolam, 1995:612).

At universities, coachees prepare for the principalship in a variety of ways. Daresh considers coaching a crucial component of experiential education programme (Carger, 1996:25). Coaching can help novices:

- understand what is happening in their field;
- reduce their sense of isolation;
- serve as positive role models; and

- also work to provide psychosocial support to future leaders (Cochran-Smith & Paris, 1995:182; Fairbanks, Freedman & Kahn, 2002:102).

2.8 IMPACT OF COACHING ON LEARNERS

Though the cost of educator attrition seems significant, as revealed by research, no actions in education can be supported unless they have a positive impact on learners. James (1996:88) discovered that coaching played a role in the success of novice educators. Educators who are coached:

- typically develop a strong self-concept;
- become consistent in policies and procedures;
- show a greater focus on the purpose within the classroom; and
- display more confidence in themselves which increases their ability to help learners and thereby increases expectations and achievement (Kochan & Trimble, 2000:25; Prince, 2005:62).

Educators who display these traits:

- become instructors who have something to offer to the learners; and
- are recognized as professionals in their field (Stone, 1999:15; Tonsing, 2003:26).

Finally, in a period of history that is focusing on school transformation, Willem (2003:15) stresses the need for coaching, based on the belief that attrition slows the pace of transformation. The following question can be asked in this regard:

If the turnover rate is forever increasing or remaining constant, how can change occur?

2.9 COACHING STRATEGIES

In *How to Be an Effective Educator*, Wollman-Bonilla (1997:51):

- provides five significant concepts that enhance positive expectations;
- offers management suggestions; and
- suggests rules and expectations.

A strength of *Secrets of Secondary School Educators* is its ability to help educators manage the paperwork (Kottler, Kottler & Kottler, 1998:45). Portfolios are a focus in *Coaching Beginning Educators* where the portfolio becomes the means for :

- reflection;
- establishing goals; and
- promoting self-assessment (Boreen et al, 2000:36).

Researchers who desire to define effective strategies to assist novice educators also present best practices. Cognitive Coaching is one of the most emphasized as valuable and is currently emerging forcefully on the educational scene (Daloz, 1999:17). The synthesis shares these culminating findings (Edwards, 2001:33):

- Cognitive Coaching was linked with increased coachee test scores and other benefits for coachees.
- Educators grew in teaching efficacy.
- Cognitive coaching impacted educator thinking, causing educators to be more reflective and to think in more complex ways.
- Educators were more satisfied with their positions and with their choice of teaching as a profession.
- School cultures became more professional.
- Educators collaborated more.
- Cognitive coaching assisted educators professionally.

- Cognitive coaching benefited educators professionally (Hall & Duval, 2004:4; Edwards, 2002:17; Fritts, 1997:74; Coleman, 1996:37).

2.10 PEER COACHING AS PROFESSIONAL DEVELOPMENT

The vast majority of what has been written about coaching has focused on what coaches should believe and do in their work with novice educators. The professional literature typically describes the benefits for novice educators (Odell & Huling, 2000:71). However, facilitators of coaching programmes and researchers are recognizing that coaches also derive substantial benefits from the coaching experience (Resta *et al*, 1997:43; David, 2000:136; Holloway, 2001:85).

The idea that coaches derive benefits from coaching is not completely new. As early as the mid-1980s, a few educators were beginning to examine this question. For example, in a 1986 study of 178 coach educators, more than two-thirds responded "definitely" to the statement that participation in the coaching programmes "provided positive professional growth for me" (Isaacs, 2000:17). When coaches were asked to elaborate on the ways they grew professionally, more than half of them (N=91) did so with responses falling into the following three categories:

- forced me to focus on and improve my own classroom teaching skills;
- made me aware of the need for educators to communicate with each other; and
- helped me better understand the principal and central office supervisors' roles (Hirsh & Sparks, 1999:22; Klein, 1999:2; Klasen & Clutterbuck, 2002:5).

These findings led Kinlaw (1999:17) to conclude that educators should look not only at the direct effects that educator induction programs have on beginning educators, but also at residual effects that such programs have on all involved professionals.

Since 1986, only a few studies have focused on the primary question of coach benefits, but a considerable number of researchers and coach programme evaluators have reported coach benefits in the realm of unanticipated or secondary positive effects (Maclennan, 1995:2; Rasberry & Selwyn, 1995:15; Munetsi, 1999:31). This body of work which is briefly discussed below highlights how coaching contributes to the on-going professional development of experienced educators.

2.11 COACHING AS A PROGRAMME GROUNDED IN TEACHING STANDARDS

Many schools are faced with on-going shortages of educators. While this situation affects school districts nationwide, the problem is most severe in urban school districts where educator turnover is as high as 50% in the first three years (Robinson & Robinson, 1998:17; Sparks & Bruder, 1997:15). To address the educator shortage and to develop a more diverse teaching force, Milwaukee set up the Dorothy Danforth Compton Fellowship Program in 1996 to recruit, prepare and retain new middle school educators of colour (Veemnan, 1995:13; Willes, 1999:35). A collaborative effort among the Milwaukee Public Schools, Marquette University, Alverno College and Lakeland College, the alternative licensure programme each year offers high quality educator preparation to approximately 50 mid-career changers who have completed bachelor's degrees from accredited institutions and wish to earn educator certification (Shimahara, 1998:153).

At the end of this one-year graduate programme, each participant defends a portfolio that demonstrates competency in the performance-based standards by the Interstate New Educator Assessment and Support Consortium (INTASC) and adopted by the state of Wisconsin (Slater & Simmonds, 2001:64). Upon successful completion of the one-year programme, educators are guaranteed a contract in the Milwaukee Public Schools and recommended for grade 5-8 certification by one of the three participating colleges (Telzloff & Wagstaff, 1999:285).

To support the success and retention of educators in the programme, coaches work closely with the participants. Each participant works with a supervisor and a faculty member from the colleges in graduate courses during the year (Willem, 2002:23). But each participant's most crucial relationship is with a coach, a veteran educator who works full time as a coach to approximately seven Compton participants. Because the programme is grounded in the INTASC standards, the full-time coaches help Compton participants to meet the performance assessment standards that are incorporated in the Milwaukee Public Schools curriculum (Anderson & Kappa, 2001:32). Through daily on-the-job coaching, coaches help the Compton participants learn the INTASC standards and pedagogy (Engelbrecht, 2005:32). Coaches gently push the Compton participants forward in their practice in relation to skills and knowledge needed to work successfully in an urban context (Hine, 2000:5).

Coaches are recruited from a pool of those who have:

- taught for at least five years;
- demonstrated successful urban teaching practices;
- received strong recommendations from school principals or administrators; and
- had some experience teaching adults (Minty & Bennett, 2001:34; Reed, 1996:12).

All coaches receive training in Cognitive Coaching, efficacy and dealing with difficult people (Shula & Blanchard, 1995:17). As instructional leaders and successful urban veteran educators, the coaches provide professional lifelines to the Compton participants (Showers & Joyce, 1996:44; Shachar & Shmuelevitz, 1997:55).

Steyn (2000:23) maintains that it is essential that coaches be familiar with the backgrounds of the learners in his/her coachee's care. Without that awareness of their culture and history, a coach is not in a good position to give relevant advice to the prospective educator. Often, the prospective

educator may be a contributing factor to dilemmas in the classroom by having a lack of understanding of cultural and racial differences, and a coach who has such awareness can provide the educator with valuable insight (Tomlinson, 1995:13; Tschantz & Vail, 2000:189).

Compton coaches have experience working with learners from diverse backgrounds and they are familiar with culturally relevant pedagogy (Wallance, 1998:90). This helps them in their work with the Compton participants, because they are able to help their coachees develop culturally relevant teaching practices (Van Der Walt, 2000:26; Simmons, 1998:12). This type of teaching:

- uses the cultural knowledge, prior experiences and performance styles of diverse coachees to make learning more appropriate and effective for them; and
- teaches to and through the strengths of these learners(Gay, 2000:17).

The coaches help their coachees to go beyond the traditional textbook curricula. Because coaches know that teaching methods and irrelevant school curricula cause large numbers of urban children to be at risk, they show the Compton participants how to incorporate culturally relevant teaching practices to heighten learners' interest (Fuller, 1995:72). For example, one coach encouraged her coachee to use pop culture rap songs when trying to get the learners to understand poetry (Goodwyn, 1997:13). Another coach helped her coachee design a social studies unit that allowed her learners to make meaningful connections between home and school. Instead of just having her sixth grade class read about the Civil Rights Movement, this coachee had her learners interview elderly family members and friends to find out what they remembered about that period before they started the unit (Hale, 1999:75). Learners were surprised that many of their class members had relatives who could recall their experiences with the Jim Crow laws. This generated a lot of interest for the rest of the unit (Gordon & Maxey, 2000:32).

The coaches help the participants to realize that all communities have funds of knowledge and resources that educators can use to create curricula and

educational environments that are inclusive of learners' backgrounds and provide learners greater access to new knowledge (Henning, 1997:17; Hine, Clarke & Power, 2000:7). The participants find out that learning to teach culturally diverse learners involves classroom practices that respect and take advantage of learners' cultural knowledge and experiences (Ladson-Billings, 1995:159).

2.12 COACHING CREATES WIN/WIN SITUATIONS

Lawlor and Hadley (1996:35) maintain that coaching has the potential to benefit both novice and veteran educators. It helps novice educators confront their challenges in the classroom. Through collegial conversations and consistent support from an experienced educator, they improve their teaching practices (Searing & Lovett, 1995:31). The coaching experience also provides professional development for the veteran educator.

Evaluations of the Compton Programme have been very positive. Survey data showed that 75% of the participants said that having a coach in their first year impacted on their decision to stay in teaching (Edwards, 2002:18). The participants emphasized that the emotional support the coach provided, the non-judgmental feedback and the opportunity to grow professionally were important to their staying in teaching (Falkenburg, 2002:20).

The coaching experience also proved to be very positive for the veteran educators. Those who stepped out of their classrooms for three years for this coaching position increased their knowledge of the performance-based standards and strengthened their teaching and leadership skills (Landsberg, 1997:15). In Sanford (2002:37), coaches described the following four specific benefits of participating in the programme:

- improved reflective practices;
- a higher level of professional responsibilities;
- a broadened view of the profession; and
- a renewed appreciation for the education field.

2.13 COACHING LEADS TO SUCCESS

Judging from programme data showing that 228 participants received their teaching credential (91% of them were people of colour) and that 91.5% have remained in the Milwaukee Public Schools, the Compton Fellowship Programme has proven to be a success for the Milwaukee Public Schools, the Compton participants and the coaches who coached them (Lawrence, Bain & Gould, 1996:5). The Compton Fellowship Programme began with the vision of recruiting, preparing and supporting new educators (Levine, 1996:620). While that vision remains the same, the programme clearly provides new ways that veteran urban educators are:

- refining their practices;
- taking on leadership roles; and
- making notable contributions to the profession (Lewis & Tsuchinda, 1998:50; McIntyre & Hagger, 1996:17).

Milwaukee's programme is an excellent one because it improves the effectiveness of both the coaches and the new educators (Parsloe & Wray, 2001:23). According to Power (2000:17), seeing someone with a different teaching style doing things in a different way:

- energizes veteran educators; and
- provides new educators with a collegial support system that helps to ease their transition into teaching.

This is a model of induction that has worked well. It shows that those who design coaching programmes should carefully consider how veteran educators and new educators could both receive coaching's full benefits (Mullen, 2000:10). Then, perhaps more veteran educators will experience a renewed commitment to the profession and more novice educators will stay in the profession.

2.14 PEER COACHING AND ITS BENEFITS

Peer coaching leads to:

2.14.1 Professional competency

As coach educators assist their proteges in improving their teaching, they also improve their own professional competency. Several studies have documented the positive effects of coaching on the coaches themselves (Gordon & Maxey, 2000:32). The quality of teaching by coaches improves (Post, 2001:13). Coaches benefit by applying cognitive coaching skills with their proteges such as:

- listening;
- asking inquisitive questions;
- providing non-judgmental feedback; and
- reassessing their classroom management (Clinard & Ariav, 1998:93).

Coach educators frequently characterize working closely with novice educators as a source of new ideas about curriculum and teaching (Ganser, 1997:16). In a study of 542 coaches in New York City, coaches reported that their interns helped them by:

- giving them feedback on demonstrations; and
- sharing literature, teaching techniques, curriculum and lesson plans (Gilley, 1997:17).

2.14.2 Reflective practice

Coaches report that coaching has:

- forced them to be reflective about their own beliefs about teaching, learners, learning and teaching as a career; and

- provided them with opportunities to validate the experience they have gained over the years (Ganser, 1997:32).

Coaches find that just as educators learn more about their learning area by teaching, so analysing and talking about teaching is a natural opportunity to deepen teaching sensitivity and skill (Tomlinson, 1995:13). Critically reflective coaches find that they:

- are more focused in their coaching relationships; and
- bring expanded energy, take more informed action, and are generally more satisfied with their coaching relationships (Post, 2001:14).

Reflective practice in coaching can also provide an opportunity for renewal and regeneration necessary for all adults. The drive toward generativity is an essential antidote to the threat of stagnation in the adult years (Daloz, 1999:17; Stevens, 1995:131).

2.14.3 Renewal

A number of researchers have reported that coaches:

- experience professional renewal;
- are re-energized; and
- often strengthen their commitment to the teaching profession (Ford & Parsons, 2000:21; Steffey, Wolfe, Pasch & Enz, 2000:36).

2.14.4 Psychological benefits

The benefits of coaching are both career-related and psychological. Coaching enhances coaches' self-esteem (Wollman-Bonilla, 1997:52). The experience of coaching empowers experienced educators and gives them a greater sense of significance in their world (Carger, 1996:23). Coaches derive satisfaction from helping less experienced colleagues (Scott, 1999:17). Coaches frequently describe their coaching contribution as a way of giving back to the teaching profession (Boreen *et al*, 2000:75).

2.14.5 Collaboration

Coaches report that continued contact with coachees provides some of their richest collegial interactions (Boreen *et al*, 2000:77). A number of researchers have noted the growth of veteran educators' self-esteem as they engage in coaching (Ford & Parsons, 2000:21; Scott, 1999:18). Interviews with urban coach educators revealed that they felt:

- a sense of increased confidence and maturity in dealing with other adults;
- a more clearly defined set of beliefs about teaching and curriculum; and
- more objectivity in reflecting on their own teaching as a result of coaching (Freiberg, Zbikowski & Ganser, 1996:33).

2.14.6 Contributions to educator leadership

Cox (1997:17) posits that coach training and experiences can build coaches' capacity for leadership through structured professional development, including training and experience in classroom observation and coaching skills. Coaches become recognized for their valuable knowledge and expertise in these areas and are sought out for various campus and district leadership roles (Cox & Ruby, 1997:32). It is not uncommon for coaches to move into leadership positions as a result of their success as coaches, and it is often the case that they are more effective in these new positions because of the training and insights they received as coaches (Daft & Robert, 1998:19). For example, Freiberg *et al.*, (1996:32) found that at the end of their tenure as coaches:

- 100 percent of the coaches in their studies were offered unsolicited positions as a result of their experience in the coaching programme; and
- the positions offered provided opportunities to build on what they had learned as coaches or combined elements of coaching and teaching.

2.14.7 Coaching combined with inquiry

Working with new educators can lead coaches to participate in university research projects or educator research (Dunne & Bennett, 1997:225). Coaches who participate in inquiry critically examine their own practice, which can lead to a heightened awareness of the complexity of teaching (Stanulis & Weaver, 1998:134).

2.15 CONCLUSION

In conclusion, the benefits of coaching programmes, mentioned in this section, are substantial for both novice and coach educators. This reality has important implications for funding decisions made by administrators and staff development personnel. Principals need to understand that creating a structure that allows experienced educators to work with novice educators will ultimately benefit:

- the learners of both novices and coaches; and
- the overall organization which will be stronger as a result of the increased capacity of educators serving as coaches.

As staff developers grow in their understanding of comprehensive professional development that extends well beyond training workshops, they can begin to embrace coaching programmes, not only as a valuable resource for novice educators, but also as a growth-promoting experience for coaches as well. When administrators grapple with funding decisions related to coaching programmes, they need to recognize the dual benefits of their investments. Finally, because coaches can exert substantially greater influence on the school organization than novices, the benefits coaches derive from coaching may be of equal or even greater importance than those experienced by novice educators.

The next chapter deals with the empirical design employed in this study.

CHAPTER THREE

METHOD OF RESEARCH

3.1 INTRODUCTION

This chapter includes the research methodology employed during this study, as well as the design of the study, nature of the database, the subject selection, data collection and the method of analysis.

This chapter is divided in the following way. First, a look at the methods and design will clarify any issues relating to when and how data was collected. Secondly, a summary of the themes that emerged would be followed by a descriptive summary of the focus group interview. Thirdly, a follow-up interview with participants will validate the research. Fourthly, the themes and patterns that emerged will be summarized. Finally, the strengths and weaknesses of the focus group interview were discussed.

3.2 DESIGN OF THE STUDY

Qualitative research methodology was used in this study. Miles and Huberman (1994:10) note that one of the major features of qualitative data analysis is that it focuses on naturally occurring, ordinary events in natural settings so that researchers are able to develop robust conceptualizations of what “real life” is like. They further note the richness and holism of such data, which provides strong potential for revealing complexity, since such data provide thick descriptions that are vivid, nested in real context, and have a ring of truth that has a strong impact on the reader. The qualitative research design was therefore regarded as suitable for this research.

3.3 THE DATABASE OF INTERVIEW QUESTIONS

This study focused on descriptions of the sampled educator participants' experiences of the coaching process that was conducted by the researcher

over a period of three days and their descriptions of the way in which coaching played a role in their development.

This database presently consists of twenty-eight volumes of transcripts of interviews with the sampled educator participants whose careers span the period from 1974 to 1993. All interviews were conducted with a sample of eighteen (N=18) serving educators from the Wattville Township in the East Rand of Gauteng. The aims of the interviews with a sample of educator participants were to:

- describe the role that coaching plays in the development of educators;
- describe the way in which coaching plays a role in the development of educators; and
- make recommendations for the use of coaching in the development of educators.

The interviews were conducted personally by the researcher and were audio-taped. These audio-taped interviews vary in length from one hour to ninety minutes. The responses of interviewees were transcribed.

3.4 DATA COLLECTION METHODS

The method of data collection used was a focus group interview.

3.4.1 Interviews

The search for trends and patterns that identify effectiveness in coaching (Merriam, 1998:17) is done through focused interviews. Focused interviews include group interviews, commonly known as focus group interviews. Robert Merton, according to Creswell (2003:36), is regarded as the father of focus group interviews. Robert Merton, according to Creswell (2003:36), also did considerable work on what he called the 'focused interview of an individual (Creswell, 1998:56). The following paragraphs give a brief account of Merton's work. The interviewer had to seek out specific information by allowing the

interviewees to speak without interruption and to follow the conversation wherever it went (Charmaz, 2000:13).

Three types of formats are usually used in interviews: the open format, the semi-open format and the closed format (Maxwell, 2004:28). The researcher used the open format, as it gives the interviewee some control over the interview. Open-ended interview questions were used to establish the best possible rapport between herself and the participant, because she was aware that she might have to interview the respondent for an hour or longer. In this situation, semi-structured interview questions were used to elicit data from the educator participants who formed the sample of the coaching session that the researcher conducted on the Outcomes-Based Education and Training philosophy, theory and practice. Eighteen educators (n=18) from eighteen primary schools (n=18) were used in order to elicit:

- descriptions of their experiences of the coaching process that was conducted to them by the researcher over a period of five days; and
- descriptions of the way in which coaching played a role in their development.

The interviewee is usually an expert or someone with knowledge of or experience in specific events or issues (Rowley, 2003:17). The researcher is also a qualified educator with years of experience in the field, also trained as a coach. Participants are experts in their field as they are all qualified educators who had been teaching for more than ten years (Seidman, 1998:24).

The interviewer tried to reduce the time spent at the interview by preparing an interview guide (Patton, 2001:23). This guide ensured that each interview would be basically the same. It contained issues that need to be developed and permits the researcher the flexibility to explore the issue at will to elicit the required information (Patton, 2001:25).

Focus group members brought years of expertise to the interview. Their individual insights converged into a rich, in-depth forum of ideas that included themes such as:

- Coaching as a developmental tool
- Coaching providing support and guidance
- Coaching leads to paradigm shift
- Coaching is eventful as it reveals skills and knowledge
- Coaching blends theory to practice.

3.4.2 Focused Interviews

Strauss and Corbin (1998:28) opine that a successful interview is not the automatic product of conforming to a fixed routine of mechanically applicable techniques, nor is interviewing an elusive, private and incommunicable art. By comparing interviewer and interviewee comments and responses, Stockdale (2003:39) found it possible to establish a set of provisional criteria that set apart productive and unproductive interview materials.

Terre Blanche and Durrheim (1999:27) assert that the focused interview is designed to determine the responses of persons exposed to a situation previously analysed by the investigator. Its chief functions are to discover:

- the significant aspects of the total situation to which response has occurred;
- discrepancies between anticipated and actual effects;
- responses of deviant subgroups in the population; and
- the processes involved in experimentally induced effects.

Procedures for satisfying the criteria of specificity, range and depth in the interview are described. Tellis (1997:41) opines that, in the focused interview, whether individual or group, the interviewer is more adaptable and can recognize non-verbal communication such as symbolic or functional silences. They believed it is important for the interviewer to understand not only that the interviewee is aware that a situation existed, but also that the situation is

unpleasant or stimulating. They claimed that, in the focused interview, however, the interviewer can, when expedient, play a more active role; s/he can introduce more explicit verbal cues to the stimulus pattern or even *represent* it.

Seidman (1998:23) conceived of focused group-interview participants being experts in their own field. They stated that the investigator would analyse the data using content analysis and come to the interview prepared to focus on the subjective experience of these participants. They saw the interview as a means of testing hypotheses derived from the content analysis and social psychological theories and believed that the interview would provide fresh information absent when quantitative methods were used.

As Maxwell (2004:32) pointed out, the focused group-interview was initially developed to meet certain problems growing out of communications research and propaganda analysis. Today, focus group interviews involve people with similar backgrounds and experiences who are brought together (Patton, 2001:236) to focus on a specific issue (Miles & Huberman, 1994:14).

The focus group interview format is designed in a manner different from the individual interview format (Maxwell, 2004:25). Focus group interviewees were asked only one question which probed for their opinions on personal experiences in the Outcome-Based Education coaching sessions that the researcher who acted as a peer coach by virtue of her being an educator on post-level. In the focus group interview sessions which started on the fourth day of the coaching sessions, interviewees were asked to answer this only one question on which they had to comprehensively express their views and experiences on the coaching sessions that she had conducted for them. The question read as follows:

What are your views and experiences on the coaching session that you have just had over the last three days?

As soon as the supervisor approved the research project, the researcher established 10 to 14 October 2005 as the week in which the coaching

sessions and the focus group interviews would take place and began telephoning principals requesting for permission to make use of their educators as a population sample of this research.

With the permission of the contacted principals, the researcher contacted thirty educators who had to form the population sample of this study, but only eighteen (N=18) participants responded positively. These individuals were professionals who could provide information on their experiences of Outcomes-Based Education. All these participants were between thirty to fifty-five years old, predominantly women (n=12). Participants had more than 10 years' experience in the teaching and learning system. Letters were sent to the eighteen individuals who accepted the invitation to participate the scheduled dates (see above paragraph for these dates). A copy of the letter is attached as Appendix B.

The first data collection method, discussed in Chapter 1, is the focus group interview. As Patton (1990:71) points out, interviewing looks deceptively simple but requires mental discipline, preparation, and group interaction skills. The peer coach, sometimes called the facilitator, who in this research is a peer coach, is very important to the process of group interviewing. The researcher's duties included:

- stimulating communication within the group; and
- guiding the discussion (Rowley, 2003:18).

The peer coach is expected to be able to handle indifference, apathy, and cynicism and severely curtail the conversation (Stockdale, 2003:57), at the same time keeping enthusiasm from waning among other group members (Strauss & Corbin, 1998:31).

The peer coach was responsible for directing the discussion, keeping the conversation flowing, and taking a few notes. The peer coach tended towards a role that would bring out the most information from the two groups whether or not the peer coach had thorough knowledge of the issue (Charmaz, 2000:18).

On the day of the first coaching session, the peer coach decided that participants should introduce themselves in a manner that would protect their identities, since the interview was being audio-taped. The peer coach explained that the interview was broken up into two parts. The first part was a coaching session on Outcomes-Based Education, which lasted for three days. The second part was for the focus group interviews and debriefing which lasted for one day for each group. There were two focus groups consisting of nine participants in each group. In these focus group interviews and debriefing, participants were able to express their opinions revealing their experiences of Outcomes-Based Education in coaching sessions (see *verbatim* responses in Chapter 4).

The peer coach began with opening questions designed to elicit brief responses that introduce participants and identify their similarities within the group. She asked introductory questions that introduced the general topic of discussion and/or provide participants an opportunity to reflect on past experiences and their connection with the overall topic. During the interview, she used transition questions to guide the interview; key questions, two to five, which drove the study and completed the interview with ending questions which enabled participants to reflect back on previous comments before the interview ended.

The interview was audio-taped with permission from the participants. The taping took the place of the assistant peer coach. The tape recorders and necessary microphones were put in place before participants arrived. They were informed of where the recorders had been placed and were told by the peer coach about the need to speak individually so that the recordings would be clear. Advantages of tape recording included obtaining actual wording and nuances from voice inflections, while disadvantages included hearing background noises from outside sources or when participants inadvertently cough or tap pencils on their tables (Creswell, 2003:51).

The peer coach ensured that the tape recorder and necessary microphones were working, that power was available, that sufficient blank tapes were available for the duration of both interviews and that she had pens to mark the

tapes. The peer coach was also responsible for welcoming participants as they arrived and providing them with name-tags. She was part of the discussion, but did not give solutions. Once the focus group interview ended, the peer coach participated in a debriefing meeting with the participants and remained available to read over the analysis for verification (Patton, 2001:30).

After each interview, reports were prepared. Miles and Huberman (1994:7) refer to three types of reports: written only, oral only, or a combination of both written and oral. The researcher opted for a combination of both written and oral.

Three months after the interview was held, telephone interviews were held with each participant individually. They were asked whether the report of the interview was accurate and whether they had any additional comments or recommendations. They were also asked if they witnessed any changes at work occasioned by their intervention or from their coaching perceptions.

3.4.2.1 The procedure for the Focus Group Interview

The interview began at 09.00. The researcher introduced herself and immediately began the interview. Ground rules were laid out by the peer coach and the interviewees. She then gave an overview agenda.

Three questions that arose out of the literature review and guided the discussion were to:

- describe the role that coaching plays in the development of educators;
- describe the way in which coaching plays a role in the development of educators; and
- make recommendations for the use of coaching in the development of educators.

A summary of the themes that arose out of these questions is set out below. The themes are addressed in terms of questions that arose during the interview as participants interpreted and re-interpreted notions of Outcomes-

Based Education. Each theme includes elements or symbols that participants believed should be considered as part of the creation of the principles of Outcomes-Based Education.

- Coaching as a developmental tool
- Coaching provides support and guidance
- Coaching leads to paradigm shifts
- Coaching is eventful as it reveals skills and knowledge
- Coaching blends theory to practice

3.5 DESCRIPTION OF POPULATION AND SAMPLE

All educators serving in the Gauteng Department of Education were considered as the study target population. The Gauteng Department of Education has 2224 primary and secondary schools. It would take years and would not have been financially viable to visit and interview all of these educators personally. After consultation with the study supervisor, the researcher decided to limit the study population to eighteen (N=18) educators who were randomly selected from 10 primary and 8 secondary schools in the Districts, in Ekurhuleni in Gauteng. Of these educators, 12 were from township schools, 3 from farm schools and 3 from town schools.

3.6 METHOD OF RANDOM SAMPLING

Samples like cluster and random sampling were considered for use in this investigation. After careful consideration of the advantages and disadvantages of each of these methods, random sampling was decided on. The respondents were from the random sample which consisted of educators from public and independent schools in District 5, Ekurhuleni in Gauteng.

3.6.1 Random sample size

A total of eighteen (N=18) educators from public and independent schools participated in the survey. This sample ranged from farm to township areas and also included participants from both primary and secondary schools.

3.7 DESIGN OF THE INTERVIEW RESEARCH

Merriam (1998:18) identifies thematizing, designing, interviewing, transcribing, analysing, verifying and reporting as stages of interview research. The interviews of this study were conducted as follows:

3.7.1 Thematizing

The aim of this study was to highlight the

- descriptions of a sample of educator participants of the role that coaching plays in the development of educators;
- descriptions of a sample educator participants of the way in which coaching plays a role in the development of educators; and
- to make recommendations for the use of coaching in the development of educators.

3.7.2 Transcribing

The interview transcription began the interpretative process. The oral interviews were transcribed into written text. All transcriptions were completed by the same transcriber to ensure that the same procedures were used for all interviews. The transcripts were prepared *verbatim* and with no editing.

3.7.3 Data analysis

Data from the interviews were stored on cassette tapes and hard copy. The researcher followed Miles and Huberman's (1994:80) suggested approach by looking at the text, trying out coding categories on it, then moving on to identify themes and trends, and then to testing hunches and findings, aiming

first to delineate the 'deep structure' and then to integrate the data into an exploratory framework. Data are displayed in narrative form in Chapter 4. The researcher recorded the responses from a tape recorder to a table on a sheet of paper (Appendix 2) when educators responded orally. The responses were analysed by means of themes.

3.7.4 Reporting

The findings of the study are communicated in a narrative form in the next chapter. These findings are then analysed and interpreted.

3.8 CONCLUSION

This chapter described the research methodology employed during this study, as well as the design of the study, nature of the database, the subject selection, data collection and method of analysis.

The next chapter provides the analysis and interpretation of data collected during the empirical research.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF RESULTS

4.1 INTRODUCTION

This study was undertaken to:

- describe the role that coaching plays in the development of educators;
- describe the way in which coaching plays a role in the development of educators; and
- make recommendations for the use of coaching in the development of educators.

This chapter contains an analysis of the data from the interviews conducted with the educators. All the educators interviewed participated in an Outcomes Based Education and Training philosophy, theory and practice in a five-day coaching session, which was conducted by the researcher.

The only question that the participants were asked was designed to answer the following questions:

- Does peer coaching affect the career development of educators?
- If it does, in what way?
- What can be done to implement coaching as a tool for educator human resources' development at schools?

The *verbatim* responses to the above questions are analysed and interpreted by means of themes. All eighteen interviewees who participated in this research are educators who have problems in the implementation of Outcomes-Based Education because of their inability to connect the philosophy, theory and practice of Outcomes-Based Education and Training.

The *verbatim* transcripts of the interviews are placed first, followed by the analyses and interpretations of all items.

4.2 PRESENTATION OF THE VERBATIM RESPONSES OF THE INTERVIEWEES

Focus group interviews were conducted (see chapter three) and the responses to each question are grouped per themes, which were identified by the researcher from the responses of the interviewees.

4.2.1 Coachee 1

“The three sessions were developmental to me as a person as well as my teaching career. I could understand Outcomes-Based Education as an approach to execute curriculum. Coaching gives guidance on the identified developmental need/s; and challenges me as a coachee to greater heights. Coaching had changed my perception and attitude towards Outcomes-Based Education approach and was able to understand my weaknesses and limitations. That change, gave me a different perspective and a tool to access information that in – turn strengthen my career. The outcome from the experience has been phenomenal and exceeds my expectations. I am able to see the practicality of the Outcomes-Based Education approach, which is:

- learner-centred;
- outcomes-based;
- relevant;
- integrated;
- based on individual differences; and
- value-orientated.

Progression in the Outcomes-Based Education approach is based on the belief that all learners can succeed. The belief that I could not put into practice is effectively used by employing different strategies to enable every child to

succeed. The relaxed atmosphere, the sharing of their challenges was very helpful.”

4.2.2 Coachee 2

The response of coachee 2 follows.

“Over the past five years I was trained as an Outcomes-Based Education educator but the training did not change my behavior I always used my old methods. The three sessions were valuable to me because they had focus on my actual realities. The coaching approach took into consideration the skills that I had already to the ‘best version’ in a short period of time. It transformed my learning and able to understand Outcomes-Based Education as a vehicle to drive the new curriculum. It added advantage in my learning - to think differently and to take personal ownership for the progress and productivity within the boundaries of my career. Myself growth and development were enriched and personal momentum was built into my future because I had to find solutions on my own. The coaching sessions had inspired me and enabled me to achieve the impossible and he relationships are of partnership. Individuals and teams got to know themselves, their strengths and weaknesses. That gave directions in terms of developmental goals for individuals and teams.”

4.2.3 Coachee 3

“I am seriously considering replacing training with coaching. I hope it will work wonders for my learners as it did to me. The coaching programme that I attended gave me an insight, I could understand my learners as individuals not as group. The Outcomes-Based Education approach was a challenge to implement it and a big monster to be solved.

The coaching session fast tracked me to be able to implement Outcomes-Based Education. The critical and developmental outcomes were a problem and not clearly evident to my teaching. After the coaching session my teaching strategies changed and able to engage the learners fruitfully. My

lesson plans and its execution are fulfilling all the requirements of an Outcomes-Based Education lessons and achieving better results.

The buddy relationships are experienced. The process encouraged us to open up for inputs and criticisms and the sessions developed into a learning environment that captured the learning from all our experiences.”

4.2.4 Coachee 4

“I had a heart attack when Outcomes-Based Education approach was introduced to me. I attended several trainings on it but I could not figure out the possibilities of implementing it as a method of teaching.

The coaching session came to my rescue because I was about to collapse. The first few minutes were frustrating but in that mist I could sense the difference because the approach was interactive. We were able to vent out our problems and to my surprise the solutions came from us. My peer group and I were able to work as a team and we created a supportive environment. We also took an initiative of creating our own Outcomes-Based Education lessons as well as outcome based assessments.

- The coaching approach has empowered me to understand and implement the principles and premises of Outcomes-Based Education.
- I could also distinguish the importance of critical and developmental outcomes as well as learning outcomes.

The approach has nurtured and sharpen the skills that I already have and encourages me to be innovative and proactive.

The relationships were not strained or not boss/ subordinate relationships. The team had also initiated the cluster meetings to meet quarterly to prepare and to iron out their problems.”

4.2.5 Coachee 5

“The coaching sessions that I attended has assisted me to deal with the challenges associated with Outcomes-Based Education as a method and my

career because I could not become resourceful, productive and meaningful in my work life.

In my experience coaching has become my life saver because it has fulfilled all my inadequacies professionally and personally. It clarified my problems and concerns.

Coaching has allowed me to explore innovations and I could see the vast difference between rote learning and Outcomes-Based Education, which encourages the learners to actively participate in their learning.

An Outcomes-Based Education approach promotes among other principles inclusivity which was a night mare to my profession but the coaching process has clarified it.

The recognition for prior learning had been a concerned to me but the coaching techniques had showed clearly the importance of the National Qualification Framework. The relationships experienced was warm and of supportive nature. The team was very motivated by the fact that they could solve their problems and were innovative.”

4.2.6 Coachee 6

“The coaching programme had significantly helped me reach my major life goals.

The coaching sessions I attended had recognized my needs and guided me and coached in whatever field I was struggling with. Coaching on an Outcomes-Based Education approach has brought a significant change in my teachings and transformed me into a positive and influential person. What I found to be significant in those sessions:

- I gained the knowledge and skills required to execute Outcomes-Based Education lessons.
- I increasingly committed to expanding my breadth of knowledge and sharpening expertise.

- I was able to open up and use the opportunity to express my feelings.
- A constructive and positive feedback was readily available from the peer group.
- I learnt to find solutions on my own.
- It enhanced my confidence.
- It created an enabling, caring, open and a facilitative relationships and a healthy environment for learning.”

4.2.7 Coachee 7

“I had experienced a very successful coaching sessions that renewed my teaching profession. The new curriculum came with challenges that were not easily implemented.

Trainers were not sure and the situation went worse and educators were stressed. Outcomes-Based Education approach was a monster.

I attended the coaching program as one of those training but the impact was too powerful and commanded commitment to every participant. I was able to express my dissatisfaction and anger and the approach (coaching) changed me into an Outcomes-Based Education ambassador.

The coaching process had facilitated the exploration of my needs, motivations, desires, skills, and thought processes to assist me in making real lasting change.

Outcomes-Based Education approach made sense to me and could employ the principles and fulfill all the educators roles in education.

This relationship with my coach and the team developed into an ongoing infrequent connection. We are friends.”

4.2.8 Coachee 8

“I have been involved with the training program at my school since the inception of Outcomes-Based Education in 1995. It failed to address my concerns. Instead it magnified my problems and I wanted to tender my resignation. Fortunately I was chosen to represent our school in a coaching program.

My coaching experience has been extremely rewarding and successful in terms of the outcomes I had achieved.

My initial experience provided a safe and secure environment in which I was able to discover my deficiencies – not able to make my own decisions I was always instructed to do things and Outcomes-Based Education approach calls for creativity and innovations.

This process helped to clarify my issues and provided a structure for me to move forward. This was achieved with the support of my coach and team who established a strong sense of trust and integrity. The process enabled me to get on with it to my classes and my colleagues.

The relationship was not threatening but operated as a joint venture, supportive and understanding.

The skills and experience I have developed through this program and am continuing to do so, has given me the confidence to take on the role of coach. This is a very new experience and again I am learning a lot while hopefully, supporting and guiding someone else as they begin to explore their own development and growth.”

4.2.9 Coachee 9

“I really enjoyed a coaching session that I attended. It freed me from being passive and engaged me. The Outcomes-Based Education approach needs participation from the participants and it was easy to understand it through coaching process.

In that, sessions I learnt and found heaps of useful information about implementing Outcomes-Based Education from my team. I was surprised to see all of us taking ownership of the process and able to come up with solutions. The coach took a back seat, advises where necessary and played a minimal role. It was amazing to see that as a team we had great potential.

From my experience coaching encouraged us to explore our potentials. As the learning leaders we were able to develop an Outcomes-Based Education Learning Programme, Work Schedule and Lesson Plans.

Coaching also promoted independence new opportunities.

I had also met people that I would not have met or certainly would have had little to do with. The meeting enabled me to form new friends and confidante.”

4.2.10 Coachee 10

“I had particularly enjoyed my connections with people of the same level sharing the same complexities and difficulties in adapting to change.

The sessions touched the issues that bordered me most in implementing the new curriculum through Outcomes-Based Education. The multi roles played by a educator and the day-to-day complexities were simplified and put into practice. I think the coaching role provided a sounding board for our concerns.

I had enjoyed contributing my knowledge and expertise to problem solving. The debates and discussions about the range of professional issues contributed to the growth of my career.

The creation of healthy relations and the stress free environment benefited all the participants including the coach.”

4.2.11 Coachee 11

“This course came at the right time whereby it is going to motivate me to put more effort and commitment in my career. I was confused I could not differentiate between a curriculum and an Outcomes-Based Education approach I thought Outcomes-Based Education is a curriculum.

The course came when I needed help most. My daily activities were full of the traditional methods where the learning is still educator centred. The participation of learners made me sick and could not formulate effective activities.

The course made us enthusiastic and we followed, understood and implemented Outcomes-Based Education principles:

- Design down and Deliver up
- High Expectations
- Clarity of Focus and
- Expanded Opportunity

What helped us most was that we were at the same level and we shared the same goals.”

4.2.12 Coachee 12

“The workshop was very much engaging, challenging and informative. I would have loved to be in many more extended classes and take the learning further because I believe it was short lived.

The workshop transformed us into new educators and the process was able to make us accept change. As old educators we could not see the damage made by rote learning but after coaching we realized the life long learning is the answer for new South Africa and that is embraced in Outcomes-Based Education approach.

Would we come back for more practical sessions and review and work out practical scenarios where this learning would be applied in our day-to-day activities as we conduct our classes.

The relationships we had was warm and inviting. Our coach was at the same level and could conduct one-on-one-sessions.”

4.2.13 Coachee 13

“The workshop brought a different viewpoint in my life about education I thought our education is dead. The little knowledge I had about Outcomes-Based Education nearly destroyed my profession because I was about to quit the profession.

The workshop helped me a lot and I understood the new curriculum and Outcomes-Based Education to drive the process. The principles of Outcomes-Based Education were not clearly articulated during our initial training especially the “the expanded opportunity.” Through this course I understood that the educator should create opportunities to meet the needs of the learner to master learning.

It was exciting to learn that there are many ways to learn and learners have to be exposed to these styles so that they can learn in the style of their most successful choice.

I really enjoyed this coaching session because it also work on behavior of a person. The way the session was conducted alleviated all the fears we had confidence and hope was ensured.”

4.2.14 Coachee 14

“The coaching programme has broadened my scope in terms of looking at the school system. I now understand change I could see that if you do not accept it you can be frustrated. The programme has made me to actualize the status of a learner as an enable being, and the ways of expanding the learner's knowledge.

The course has capacitated me to detect the weaknesses of my learners through use of the outcome-based assessment. The Outcomes-Based Education approach has the remedial assessment to help the learner to achieve.

I realised that the method encourages the learner to be creative and have problem solving skills.”

4.2.15 Coachee 15

“The coaching session has opened my eye on the importance of supporting and caring.

The coach strategy of asking searching questions and giving constructive feedback has made me aware of my strengths and weaknesses

I am thankful for the programme because it contributed towards making me a better person personally as well as an educator. I hope I will plough the information back to my colleagues.”

4.2.16 Coachee 16

“This programme has enriched my insight about the importance as well as the method of listening. It also helped me realize that most of the reactions we receive is a result of our output or how we come across to people as well as lack of creation of a conducive environment and inability to set the learners at ease.

I have been conscientised about the necessity of creating a conducive atmosphere for effective learning.”

4.2.17 Coachee 17

“I have emerged as an improved person at home, at my workplace as well as in my role in the teaching fraternity... I used to resist change but through this course I am motivated to accept change.

What I realized is that the changes in education are vital for new South Africa, the learning areas have been transformed to cater for knowledge, skills and values and this educates a person in totality. The workshop has built me to be an effective educator. .

The rest is history. I strongly recommend the coaching to my colleagues.”

4.2.18 Coachee 18

“Prior to coaching session I was confused and demoralized because the implementation of Outcomes-Based Education was unrealistic the paperwork was also a problem. I could not make sense in applying the principles of curriculum 2005.

Through coaching programme I was equipped with the skills, knowledge, attitude and values, which open up new and exciting paths to my teaching. Now I am more skilled and productive to my learners and colleagues and the passing rate has highly increased.”

4.3 THEMES

This section analyses and interpretes responses from all respondents who participated in this research, by means of themes.

4.3.1 Theme 1: Coaching is a developmental tool

This theme developed from participants' assertions that the three coaching sessions the researcher conducted with them had the following influence on them:

- “I could understand Outcomes Based Education as an approach to execute curriculum 2005” (see coachee 1).
- “My self-growth and development were enriched and my personal momentum was built into my future because I had to find solution on my own” (see coachee 2).
- “gave me an insight.” “I will be able understand my learners as individuals not as a group. My teaching strategies are going to change” (see coachee 3).
- “We took an initiative of creating our own Outcomes-Based Education lessons as well as Outcomes-Based Education assessment” (see coachee 4).

- “The coaching session will assist me to deal with the challenges associated with Outcomes-Based Education” (see coachee 5).
- “It will significantly help me to reach my major life goals” (see coachee 6).
- “I feel renewed” (see coachee 7).
- “My coaching experience has been extremely rewarding and successful in terms of outcomes achieved. I was able to discover my deficiencies” (see coachee 8).
- “I learnt and found heaps of useful information about implementing Outcomes-Based Education from my team” (see coachee 9).
- “I had enjoyed contributing my knowledge and expertise to problem solving” (see coachee 10).
- “The workshop was very much engaging challenging and informative” (see coachee 12).
- “The workshop helped me a lot and I understood the new curriculum and Outcomes-Based Education to drive the process” (see coachee 13).
- “The coaching programme has broadened my scope” (see coachee 14).
- “The coaching strategy of asking searching questions and given constructive feed has made me aware of my strength and weaknesses” (see coachee 15).
- “I have emerged as an improved person” (see coachee 17).
- “Through coaching programme, I was equipped with the skills, knowledge, attitude and values” (see coachee 18).

4.3.1.1 Interpretation

From the above responses, it can be deduced that coaching is developmental as the majority of the participants indicated. It seems as if these participants did not get sustainable development from the previous training sessions that

they attended with the Department of Education. Participants, who have been grappling with the problems of Outcomes-Based Education, indicated that they had been equipped and empowered.

The literature indicates that lack of a coaching programme could lead to a lack of proactivity and thus to a constant and debilitating stream of problems that take up time that could be used more suitably if educators were better equipped to solve problems together (see 2.3.4).

The coaching session seems to have given the participants an opportunity to:

- re-personalize education;
- increase awareness of the level at which they are; and
- to see things in their practice that they did not know were there.

This eye-opening power of this kind of coaching session offers transformation for the participants (see 2.3.5). It is recommendable that the coaching session moved from dispersing wisdom to sharing inquiry into the practice of Outcomes-Based Education. The participants' professional and organisational growth appear to have been supported and challenged, and in so doing brought out greatness in them in a way that honours the integrity of their human spirit. All the participants seem to have been capacitated and renewed in their teaching profession.

4.3.2 Theme 2: Coaching provides support and guidance

This theme developed from participants' assertions that the three coaching sessions the researcher conducted with them had the following influence on them:

- "It gave me guidance on the identified developmental needs and challenges" (see coachee 1).
- "The coaching session had inspired me and enabled me to achieve the impossible" (see coachee 2).

- “The training session fast tracked me to be able to implement Outcomes-Based Education” (see coachee 3).
- “My peer group and I were able to work as a team and we created a supportive environment” (see coachee 4).
- “The approach encouraged me to be innovative and proactive” (see coachee 5).
- “guided me in whatever field I was struggling with” (see coachee 6).
- “facilitated me to explore my needs, desires, skills and thought process to assist me in making real lasting change” (see coachee 7).
- “My initial experience provided a safe and secure environment” (see coachee 8).
- “The coach advises us where necessary and as a team we had great potential” (see coachee 9).
- “I think the coaching role provided a sounding board for our concerns” (see coachee 10).
- “The course came at the right time whereby it is going to motivate me to put more effort and commitment in my career” (see coachee 11).
- “The course has capacitated me to be able to detect the weaknesses of my learners through the Outcomes-Based Education assessment” (see coachee14).
- “The training session has opened my eyes on the importance of supporting and caring” (see coachee15).
- “I have been sensitised about the necessity of creating conducive atmosphere for effective learning” (see coachee16).

4.3.2.1 Interpretation

The majority of the respondents in this research indicated the importance of a supportive, caring and guiding environment. Lack of support and guidance for educators implementing Outcomes-Based Education could have devastating effects on the way they cope with their work. The support of these educators after their initial training in Outcomes-Based Education would have refined their teaching skills, made them confident and enhanced their commitment in implementing Outcomes-Based Education.

The supportive, caring and guiding environment encourages effectiveness and efficiency in the workplace. Participants seem to have developed strong relationships, which will enable them to support and assist each other even after the coaching sessions. These respondents seem to have been fumbling without guidance in implementing Outcomes-Based Education in their classrooms.

It appears as if carefully sequenced skills building activities were planned to tap the group resources to promote cooperation, creative problem-solving and increase effective communication to work well together. The activities presented opportunities to challenge individuals and groups to reach beyond the ordinary and the normal and experience new and unique ways to apply new skills to their novel problems and situations in implementing Outcomes-Based Education.

4.3.3 Theme 3: Coaching leads to paradigm shifts

This theme developed from participants' assertions that the three coaching sessions the researcher conducted with them had the following influence on them:

- "Coaching my perceptions and attitude towards Outcomes-Based Education approach" (see coachee 1).
- "I am going to change my teaching strategies" (see coachee 3).

- “I can come to realise that an Outcomes-Based Education approach promotes among other principles inclusivity” (see coachee 5).
- “the impact was too powerful and commanded commitment to everyone involved” (see coachee 8).
- “As old educators we could not realise the damage done by rote learning but after coaching we realised that the lifelong learning is the answer” (see coachee 12).
- “The workshop brought a different viewpoint in my life about education, I thought our current education is dead” (see coachee 13).
- “The programme has made me to actualise the status of a learner as an enable being” (see coachee 14).
- “What I realised is that the changes in education are vital for new South Africa” (see coachee 18).

4.3.3.1 Interpretation

The above responses indicated that change is imperative and that the coaching session embraced change for the betterment of education.

Participants seem to have unblocked ways to change by increasing self-confidence, self-belief and action orientation and by building interpersonal relationships. The process of coaching seems to have offered a very personal way for these educators to work through what change means to them. It appears as if change has become an exciting and empowering experience to live through, rather than a disheartening and disenfranchising one (see 2.12).

It is commendable that participants seem to see change as vital, as opposed to being an unnecessary burden. The main obstacle to their thinking creatively before the coaching session was reluctance to explore new and fresh ways of problem-solving. This is in line with the literature where it says that the historical way of thinking places people in a 'fear of failure' mode, and holds them captive to the additional fear of making a mistake. These

misconceptions and fears become the walls to people's 'box of limitations', or, as it is often described, they become their 'comfort zone' (see 2.12).

4.3.4 Theme 4: Coaching sets aside any power differences to offer a relaxed atmosphere

This theme developed from participants' assertions that the three coaching sessions the researcher conducted with them had the following influence on them:

- "Relaxed atmosphere and sharing challenges" (see coachee 1).
- "Relations partnership" (see coachee 2).
- "Buddy relationships – encourages to open up for inputs and criticism" (see coachee 3).
- "No boss / subordinate relationship" (see coachee 4).
- "Supportive relationships" (see coachee 5).
- "created and enabling open and facilitative relationships" (see coachee 7).
- "Join venture relationships" (see coachee 8).
- "meeting enabled me to form friends and confidantes" (see coachee 9).
- "Creation of healthy relations and stress free environment" (see coachee 10).
- "We were the same equals and we shared same goals" (see coachee 11).
- "The relationship that we had warm and inviting" (see coachee 12).
- "The session alleviated all the fears we had confidence and hope was ensured" (see coachee 13).
- "I have been sensitised about the necessity of creating conducive atmosphere for effective learning" (see coachee 16).

4.3.4.1 Interpretation

The above responses indicate that a rapport has been built between the peer coach and the coachees. This relationship has been built on mutual trust. A relationship of this nature enables the coachees to realize that their coach was not there to judge them. This kind of environment appears to create a relaxed atmosphere and a platform for the coachees to air their views and opinions without fear. A chance relationship based on common goals and interests, and leading to lasting friendship may be developed.

This kind of relationship that does not have power differences seems to have helped the coach and the coachee to understand each other better, improve communication and build rapport and trust. The literature states that coaching without understanding the context of the coachee does not work. A coach needs to have an awareness of a coachee's real-life context. This situation also seems to have provided the coach with an opportunity to understand the coachees and to learn more about their environment.

4.3.5 Theme 5: Coaching is eventful

This theme developed from participants' assertions that the three coaching sessions the researcher conducted with them had the following influence on them:

- “The outcome from the experience has been phenomenal and exceeds my expectations” (see coachee 1).
- “The coaching approach took into consideration the skills that I had already to the best version in short period of time (see coachee 2).”
- “The session developed into a learning environment that captured the learning from all our experiences (see coachee 3).”
- “The approach has nurtured and sharpened the skills that I had already have (see coachee 4)”

- “I could see the vast difference between rote learning and Outcomes-Based Education (see coachee 5)”
- “The team was very motivated by the fact that they could solve their problems (see coachee 6)”
- “This relationship with my coach developed into an ongoing connection, we are friends (see coachee 7)”

4.3.5.1 Interpretation

Participants indicated being able to solve problems on their own, they could understand the difference between how they have been teaching in class and the way they are expected to teach in Outcomes-Based Education. They reported that their skills had been sharpened by the coaching session, and that they had been given a chance to discover their strengths and weaknesses.

4.4 THE RESEARCHER’S EXPERIENCES AS PEER COACH OF THE COACHEES IN THIS RESEARCH

This section presents the researcher’s experiences of peer coaching as an effective development tool for educators.

4.4.1 Mutual understanding was established

A good understanding of each other was established. The relationship became more mutual in terms of learning and support. The mutual understanding between the coach and the coaches is supported by Ellis and Crawford (2000:30). The participants were gradually becoming more self-reliant and self-regulated day by day and they took personal charge of the coaching process and event. They were free to express different experiences and opinions about their problems at school and started working through them in a constructive way under the researcher’s guidance and support. The researcher felt good when helping and advising them to find their own solutions.

4.4.2 The researcher developed both professionally and personally

The researcher development both professionally and personally is supported by literature (see 2.14.1). The researcher had felt proud after successfully transferring skills and knowledge on Outcomes-Based Education, which she accumulated through extensive professional learning and practice as a lecturer at the Daveyton and East Rand Colleges of Education during the years 1990 and 2001. It was an opportunity to re-examine one's own professional attitude towards educators who detest the system of Outcomes-Based Education, values embedded in the theory and practice of Outcomes-Based Education and the self-regulated behaviour of educators who teach in an Outcomes-Based Education and Training system. The researcher also had an opportunity to refine and develop her skills of observation, listening and putting questions, and to discuss with the coaches some of the professional issues related to Outcomes-Based Education and Training. The researcher's interest in coaching as an effective tool of educator development was revitalized. The researcher's self-esteem was also enhanced

4.5 CONCLUSION

This chapter analysed and interpreted experiences of the eighteen participants who participated in this research. The responses of all coaches are placed first, followed by their analysis and interpretation, using themes that were identified.

The next chapter deals with conclusions, findings and recommendations.

CHAPTER FIVE

EVALUATION, RECOMMENDATIONS AND CONCLUSIONS

5.1 INTRODUCTION

This final chapter presents an overview of the findings of both the literature review and empirical research with a view to formulating recommendations for both practical educational practice and further research.

5.2 SUMMARY OF FINDINGS FROM BOTH THE LITERATURE REVIEW AND THE EMPIRICAL RESEARCH

This section presents summaries of findings from both the literature review and the empirical research.

5.2.1 Summary of findings from the literature review

The literature review revealed that the coach has a crucial developmental role to play in supporting and facilitating the realization of the protégé's dream as an employee at the workplace. Coaching researchers also found the coaching relationship between a coach and his/her protégés extremely important in adult development and that poor coaching in early adulthood at the workplace is the equivalent of poor parenting in childhood, which means that without adequate coaching, a protégé's entry into the adult world is greatly hampered. Various researchers further described the following functions that the coaching relationship provides, namely:

- Through sponsorship, coaching, protection, exposure-and-visibility, or challenging work, the junior colleague learns the ropes of organizational life and prepares for advancement opportunities (see 1.1).
- Through role modelling, acceptance-and-confirmation, counselling, or friendship, the coach develops a sense of competence, confidence and effectiveness in the occupational role (see 1.1).

- By providing a range of career and psychosocial functions, the senior colleague:
 - gains recognition and respect from peers and superiors for developing young talent;
 - receives support from the junior colleague who seeks counsel; and
 - experiences satisfaction by helping a less experienced adult navigate effectively in the world of work (see 2.12).

Career functions have also been described by various researchers as those aspects of the coaching relationship that mainly enhance career advancement. Included in these functions are sponsorship, exposure and visibility, coaching, protection and challenging assignments (see 2.12).

The researchers also described psychosocial functions of coaching as those aspects of the coaching relationship that primarily enhance a sense of competence, clarity of identity, effectiveness in the managerial role, role modelling, acceptance and confirmation, counselling and friendship (see 1.1).

5.2.2 Summary of Findings from the Empirical Research

The findings from the literature revealed that:

5.2.2.1 Coaching is developmental

Developmental in the sense that they could understand Outcomes-Based Education as an approach to execute curriculum 2005; their self-growth and development were enriched and their personal momentum was built into their future because they had to find solutions on their own through the practical exercises of the coaching session; coaching gave them an insight and in future they will be able to understand their learners as individuals, not as a group, their teaching strategies are going to change; they took the initiative of creating their own Outcomes-Based Education lessons as well as Outcomes-Based Education assessment and developed innovations; the coaching sessions they had will assist them to deal with the challenges associated with

Outcomes-Based Education; coaching will significantly help them to reach their major life goals; they feel renewed; their coaching experience has been extremely rewarding and successful in terms of outcomes achieved and they were able to discover their professional deficiencies; they learnt and found heaps of useful information about implementing Outcomes-Based Education from their team; they enjoyed contributing their knowledge and expertise to problem-solving; the workshops were engaging, challenging and informative; they understood the new Outcomes-Based Education curriculum to drive the process of transformation in the country; the coaching strategy of asking searching questions and giving constructive feedback has made them aware of their latent strengths and weaknesses; they have emerged as improved persons; and through the coaching programme, they were equipped with the positive and correct teaching skills, knowledge attitudes and values (see 4.3.1).

5.2.2.2 Coaching provides support and guidance

In the sense that it gave them guidance on the identified developmental needs and challenges; the coaching sessions inspired them and enabled them to achieve the teaching outcomes which they had regarded as impossible; the training sessions fast-tracked them to be able to implement Outcomes-Based Education; they and their peer groups were able to work as a team and they created a supportive environment; the coaching sessions' approach encouraged them to be innovative and proactive; the coaching session guided them in whatever field they were struggling with; the coach facilitated them to explore their needs, desires, skills and thought process to assist them in making real lasting change; their initial experience provided them with a safe and secure environment; the coach advised them where necessary and as a team their individual latent potentials were unravelled; the coaching session came at the right time to motivate them to put more effort and commitment in their careers; the coaching session has capacitated them to detect the weaknesses of their learners through Outcomes-Based Education assessment; the coaching session has opened their eyes to the importance of supporting and caring for learners; and they have been sensitised about the

necessity of creating an atmosphere conducive to effective learning (see 4.3.2).

5.2.2.3 Coaching leads to paradigm shifts

In the sense that it changed their perceptions and attitude towards the Outcomes-Based Education theory and practice; their teaching strategies will change; they came to realize that the Outcomes-Based Education theory and practice promote inclusive education; the influence of the coach is powerful and demands commitment from coaches; as old educators, they could not realize the damage done by rote-learning but after coaching they realised that creative and resourceful learning leads to effective learning; the coaching session brought a different perspective in their lives about education, when they had thought that the new system of education is not effective in developing learners; the coaching programme has made them realize that every learner can achieve good results through the Outcomes-Based Education and Training system irrespective of the level of his/her ability; and that the current transformation in the South African education system is vital for both educator and learner development (see 4.3.3).

5.2.2.4 Coaching sets aside any power differences to offer a relaxed atmosphere

In the sense that a relaxed atmosphere creates sharing among coachees and a coach; partnership develops among coachees and a coachee; buddy relationships which developed as a result of the coaching sessions encourage them to open up for inputs and criticism of both the old system of education in South Africa which was based on National Christian Education and the new Outcomes-Based Education system which is founded on social constructivism, ecological and systems theories and inclusive education; the coaching sessions are characterized by the no boss-subordinate relationship between coachees and a coach; the coaching sessions are characterized by supportive relationship; the coaching sessions create an enabling open and facilitative relationships among coachees and a coach; the coaching sessions created joint venture relationships; the coaching sessions enable them to

make friends and confidants; the coaching sessions create healthy relations and stress a free environment for both coachees and a coach; and they are equals with the coach right through the coaching sessions, sharing the same goals (see 4.3.4).

5.2.2.5 Coaching is eventful

In the sense that the outcome from the coaching experience has been phenomenal for them and exceeded their expectations; the coaching approach took into consideration the skills that they had already gained in teaching in the past; the coaching sessions developed into a learning environment that captured the learning from all their past experiences; the approach has nurtured and sharpened the skills that they already had; they could see the vast difference between rote learning and creative and resourceful outcomes-based learning; the coachees were very motivated by the fact that they could solve the teaching problems they had before the coaching sessions; and their relationships with their coach developed into an on-going connection to such an extent that they regard her as their friend (see 4.3.5).

5.3 RECOMMENDATIONS

This section provides recommendations for further research and educational practice. The review of research described in this study is important because it provides additional clarity to a field, which will continue to serve as a central feature of professional development for educators. At the same time, this review has also indicated that there are some problems in the current practice and these problems need to be addressed in order to realize the potential of coaching for educators. Furthermore, this review of research might be used as a map of characteristics of a domain that will suggest additional areas of inquiry for the future, along with strategies, which may be followed by researchers. An understanding was created in the mind of the researcher that continuing to follow in the paths already established for the study of coaching will do little to increase the knowledge base in an area that will continue to

grow in significance. This analysis suggests some alternative directions that might be followed by others.

5.3.1 Recommendations for further research

The research described here provided the basis for some possible future areas of investigation related to coaching for educators. The primary purpose here was to assess “what is” and not dwell on “what should be”. Still, it is impossible not to include some directions, which might be followed with regard to future research on coaching as part of the professional development of educators. Firstly, the primary rationale for making use of coaching in the professional development of educators is grounded in the assumption that the role of the professional is a lonely effort, and that having the ability to relate to peers concerning personal and professional concerns is a way to reduce that sense of isolation. Furthermore, coaching represents an important way to enhance university-based preparation programmes by enabling individuals to find a colleague in the real world who will be available to provide practical solutions to problems faced in the field. Researchers may take this as an indication that research may be directed towards whether or not university pre-service preparation programmes have started to implement any identifiable aspects of coaching as part of their efforts or whether, for example, most universities still make use of traditional apprenticeship models (“This is what I always do, so you should do the same”) as ideals for the behaviour of experienced educators who work with learners in a new social constructivist Outcomes Based Education and Training system. It may also be of interest to research on school systems where coaching programmes for educators have been in place for a long time, to ascertain if any changes occur with regard to traditional cultures for teaching and learning processes and events. Does coaching start to change the pattern of isolation and “survival of the fittest” approaches to work, which are so often a part of the world of new education systems?

Secondly, consistent themes that were found in existing reviews and analyses of coaching can lead to the following themes for further study:

- developmental, guiding and supportive programmes in the in-service education and training of educators;
- paradigm shifts among educators who were trained in the traditional way of instruction which promotes rote-learning and drilling; and
- strict professional development at schools because of school leadership which fails to create a free and relaxed teaching and learning atmosphere;.
- clarity regarding purposes and definitions of coaching;
- the perceived benefits of coaching by coaches and protégés; and
- apparent benefits derived through systems which make use of coaching as part of the pre-service preparation, induction or on-going in-service education of educators.

The recommendation here is that future researchers ought to continue to examine these issues, but they should also make certain that they are clear as to what they might assume to be benefits of coaching at the workplace. The implementation of a coaching programme for both experienced and inexperienced educators in the school setting may have an influence on the ways in which educators who are facing a plethora of teaching and learning changes might serve as role models for learners and other educators who are still entering the teaching field. However, one might reasonably also ask if that was the purpose behind establishing the coaching programme in the first place? Also, and perhaps even more important, was that the expressed purpose of the research?

Thirdly, recent research has generally made use only of descriptive surveys, which have had a problem-solving (rather than theory-based) orientation. In addition, the vast majority of research has appeared in the form of masters and doctoral theses. Few published reports are found in journals. As a result, future researchers should make use of other methodologies and develop theoretical and conceptual frameworks, which would guide their analyses.

Finally, there is sufficient emphasis on the potential value of coaching as a feature in the professional development of educators to warrant the development of additional policy and research activities in this area. For example, previous experience with coaching programmes for novice educators suggests that, even when there is recognition of the value of these efforts, school districts of education resist implementing coaching programmes because “they cost too much”. This appears to be a valid statement at first, but the researcher noted that no research has been conducted to determine the actual costs of coaching in financial terms. It seems more likely that the implementation of a coaching system for educators does not have to represent a major investment of school district resources. The only immediate costs might be in the initial training provided to coaches. At the same time, school systems spend a considerable amount of money on other forms of in-service training for educators, often without the same indication of value as shown by coaching. Furthermore, this review of recent research indicates that coaching is an effective tool for professional development. It may be worthwhile for researchers to look into this issue of the relationship between start-up costs for coaching and long-term benefits to schools. Unfortunately, as this recommendation is made, there is also an awareness of the fact that this type of research and programme development is not part of the tradition of professional education where short-term solutions are the norm and not an exception.

5.3.2 Recommendations for practical implementation of findings

- The schools as learning organizations should change from their traditional nature of classroom visits by Heads of Departments and Principals to a social cognitivist and development coaching strategy in their social constructivist endeavour to develop human resources of educators. This implies that in-order for educators to be effective and efficient in the execution of their teaching activities and responsibilities, they need to have coaches. Educators have to cluster themselves either according to learning areas or according to grades and make use of experienced,

knowledgeable and skilled peer educators to capacitate themselves on Outcomes-Based Education and Training.

- Schools need to break the authoritative management and leadership approach of School Management Teams which creates a strict and impersonal teaching and learning setting so that peer coaching can be implementable. The boss attitude of the School Management Teams should be replaced by partnerships with educators (operating on the same level). Working as partners eases the tension that prevails among educators and creates the sense of trust. Trust is one of the characteristics of coaching. The unilateral decisions made by School Management Teams should be replaced by united decision-making. Participation of educators in decision-making would motivate them to work harder and create a sense of belonging and ownership. In order for coaching to be more effective, peers should administer it. This is because there is absolutely no power-play they are on the same level. They will be able to reflect on current practices, expand, refine, and build new skills - share ideas - teach one another; conduct classroom research and solve problems in the workplace.
- The general training that uses cascading methods in dealing with the generic teaching and learning issues should be replaced by coaching as a development tool as it deals with specific teaching and learning strategies and latent potentialities and competencies of coaches and the coachees and subsequently lead to mutual and symbiotic development.
- Novice educators need special consideration and support from experienced colleagues. The findings of this research highlighted that very little, if any, is done at present to support novice educators in their early years of teaching. Thoughtful coaching can assist the novice educator to adapt to a new situation and gain experience.

5.4 CONCLUSION

This research has presented the past and current status of research on coaching as a form of professional development for educators. Firstly, various

reports written by authors and researchers were reviewed and empirical research was conducted in order to answer the research questions, which the researcher posed during the statement of the problem in Chapter One. Secondly, on the basis of both the literature review and empirical research findings, recommendations for both educational practice and further research were made.

It is hoped that the empirical findings and recommendations of this research will contribute to the debate and research on coaching as an effective tool for educators' professional development and capacitation.

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APPENDIX A

COACHING IN OBE

DAILY PROGRAMME

DAY 1: GENERAL INTRODUCTION

Coach

The participants

- Recording the expectations of the course
- Ground rules
- Ice-breaking

ACTIVITIES

1. Outline of the course + outcomes or aims
2. Baseline Assessment on Outcomes-Based Education and traditional approach
3. The impact of change in the South African education

Lunch

4. Discussion of OBE Principles
5. Identifying problems in implementing Outcomes-Based Education
6. Why change – Reviewing the practicality of OBE
7. Summary – Self assessment

DAY 2: OUTCOMES-BASED EDUCATION

Welcome back

ACTIVITIES

1. Review of the previous day's lesson
2. The premises of Outcomes-Based Education reflecting on the principles of OBE

3. Critical and Developmental outcomes

Short Break

4. The theory behind learning content knowledge and OBE
5. Learning styles
6. Better thinking strategies

Lunch

7. Expanded opportunity as a principle of OBE
8. Teaching strategies
9. Problem-solving – Integration
10. Summary – Self assessment

DAY 3: OUTCOMES-BASED ASSESSMENT (OBA)

Welcome back

ACTIVITIES

1. Review baseline on Outcomes-Based Assessment (OBA)
2. The principles of Outcomes-Based Assessment (OBA)
3. What is assessed and who assesses?
4. Learner-paced assessment and progression

Short Break

5. Continuous assessment fulfils five main purposes of assessment:
 - Baseline assessment
 - Formative assessment
 - Diagnostic assessment
 - Summative assessment
 - Systemic evaluation

- Alternative assessment – The purpose of alternative assessment is to minimize the impact of the learner’s special needs on assessment performance.
6. Recognition of prior learning in the school context.
 7. Outcomes-Based Assessment (OBA) addressing bias and barriers to learning

LUNCH

8. Principles of assessment
9. How to assess
10. Recording of progress and achievements
11. Self assessment

DAY 4: DEBRIEFING SESSION

The first focus group consists of nine participants.

1. Reflection and feedback on what they did.
2. The peer coach asked the participants only one question on which they had to express their views and experiences on the coaching sessions that she had conducted for them. The question read as follows:
 - What are your views and experiences on the coaching session that you have just had over the last three days?

DAY 5: DEBRIEFING SESSION

The second focus group consists of nine participants.

1. Reflection and feedback on what they did.
2. The peer coach asked the participants only one question on which they had to express their views and experiences on the coaching sessions that she had conducted for them. The question read as follows:

- What are your views and experiences on the coaching session that you have just had over the last three days?

