



GROWTH
COACHING
UK

PRIORITISING WELLBEING

INTEGRATING COACHING AND POSITIVE PSYCHOLOGY IN SCHOOLS

Prof. Christian van Nieuwerburgh



Why should we be curious?

Some young people demonstrate significant resilience, adapt well and flourish *despite challenges and threats* while others who face less risk and have more opportunities fail to do so.

O' Connor et al. 2014

By 2030, depression will be the most significant health issue facing the millennial generation.

World Health Organisation

Four-year-olds suffering panic attacks, eating disorders, anxiety and depression, report says.

The Independent, citing NASUWT report



GROWTH
COACHING
UK

Defining coaching

“Unlocking people’s potential to maximise their own performance”

“It is helping them to learn rather than teaching them.”



Defining coaching in education

- focuses on enhancement of learning and development
- increases self-awareness and a sense of personal responsibility
- encourages self-directed learning

Coach uses the skills of questioning, active listening, and appropriate challenge in a supportive and encouraging environment



Defining positive psychology

“The science of optimal functioning”

The study of “what makes individuals and communities flourish, rather than languish”

Hefferon and Boniwell 2011

In schools, PPIs are significantly related to wellbeing of young people, quality of their relationships and their academic performance.

Waters 2011



GROWTH
COACHING
UK

What is needed for human beings to flourish?

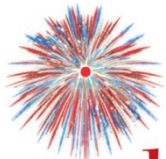
Positive
emotions

Engagement

Positive
relationships

Meaning and
purpose

Sense of
accomplishment

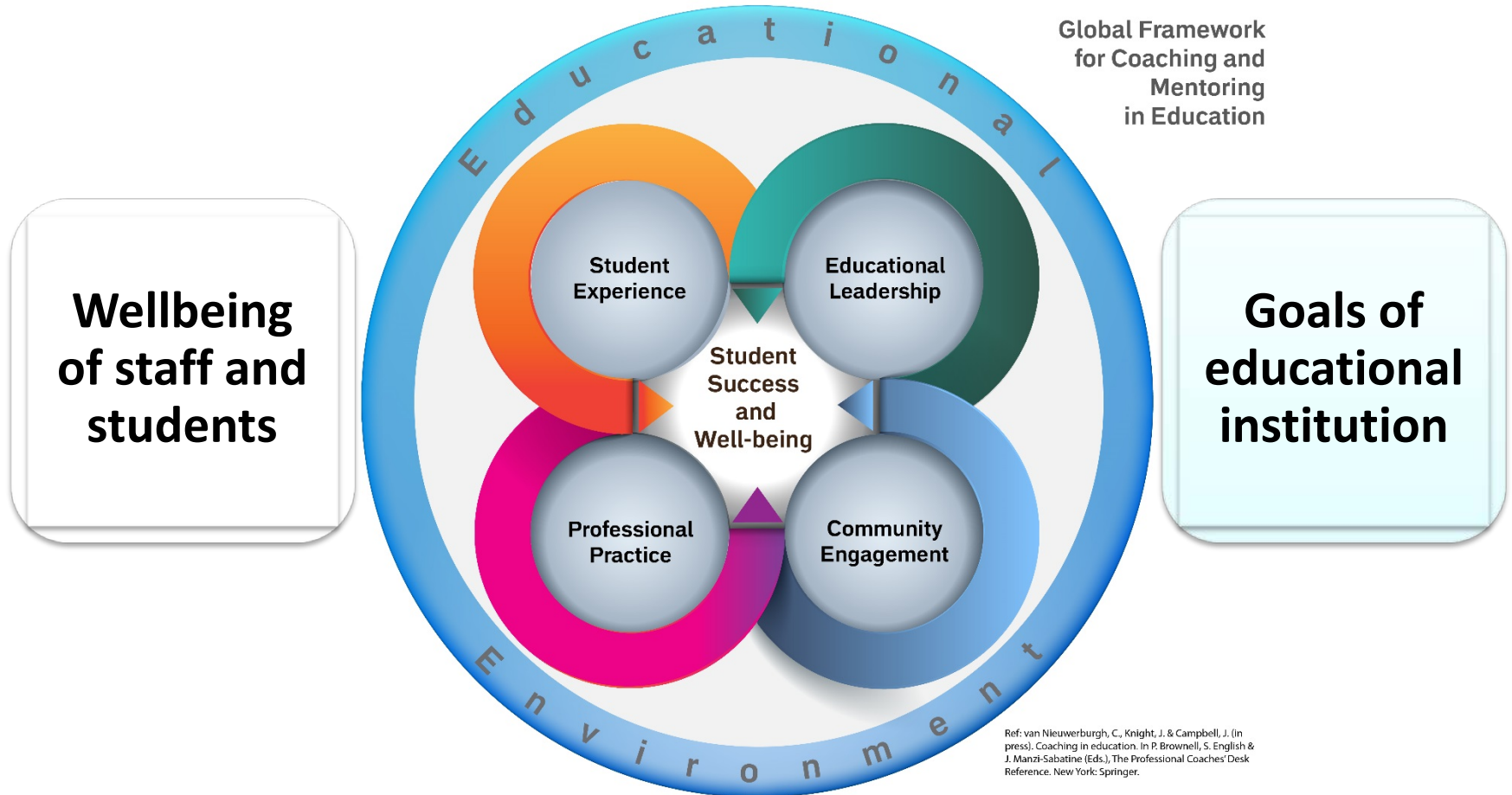


Flourish



GROWTH
COACHING
UK

Flourishing schools





GROWTH
COACHING
UK

A “coaching culture” from a child’s perspective...

- child-centred initiatives that focus on positivity and independence
- positive classroom environments
- activities to develop the ability to support the learning of others
- modelling of positive relationships amongst adults
- shared vision, aims and objectives for the whole school



Practical next steps

- Exploring the benefits of positive psychology and coaching to enhance your own wellbeing and engagement
- Conducting a wellbeing audit of current activity across your classroom, your school or your district
- Adopting an Appreciative Inquiry approach to build on what is working well
- Engaging with parents and other stakeholders to promote wellbeing
- Joining networks of educators interested in positive psychology
<http://ipen-network.com/>



GROWTH
COACHING
UK



@ChristianvN

MSc Applied Positive Psychology and
Coaching Psychology (MAPPCP)

University of East London:

www.uel.ac.uk/psychology



Coaching in Education

Growth Coaching International:

<http://www.growthcoaching.com.au>



References

Briggs, M., & van Nieuwerburgh, C. (2011). Coaching cultures: the child's perspective. *ICERI2011 Proceedings*, 5076–5083.

Hefferon, K. & Boniwell, I. (2011). *Positive Psychology: Theory, research and applications*. Maidenhead: McGraw-Hill.

Leach, C. & Green, S. (2016). Integrating coaching psychology and coaching psychology in educational settings. In: C. van Nieuwerburgh (ed.) *Coaching in professional contexts*. London: Sage.

Passmore, J. (Ed.) (2010). *Excellence in coaching: The industry guide*. (2nd edn). London: Kogan Page.

Seligman, M. (2011). *Flourish: A visionary new understanding of happiness and well-being*. New York: Free Press.



References

van Nieuwerburgh, C. (ed.) (2012). *Coaching in education: Getting better results for students, educators and parents*. London: Karnac.

van Nieuwerburgh, C. (ed.) (2016). *Coaching in professional contexts*. London: Sage.

van Nieuwerburgh, C., Knight, J. and Campbell, J. (in press). Coaching in education. In P. Brownell, S. English and J. Manzi-Sabatine (Eds), *The Professional Coaches' Desk Reference*. New York: Springer.

Whitmore, J. (2002). *Coaching for performance: Growing people, performance and purpose*. (3rd edn). London: Nicholas Brealey Publishing.