

Preface

This has been a wonderful project that we have both enjoyed immensely. It is a subject that is close to both our hearts. In one way or another, we have been interested in professional development, human growth, and education all our lives.

Having worked in the field of “coaching in education” for about a decade now, we are delighted to see the area continue to flourish. Since the publication of *Coaching in Education: Getting Better Results for Students, Educators and Parents* in 2012 highlighted the use of coaching in schools in the UK, the United States, and Australia, we have witnessed significant growth within the field. In some cases, we have been directly involved in supporting the application and implementation of coaching initiatives in schools and colleges in different parts of the world. Our Global Framework for Coaching in Education (2015) was our first attempt to capture and celebrate the breadth and quality of work taking place all over the world. We call the four quadrants of the Global Framework the *playing field* of coaching in education, and we’re keen to encourage and enable the sharing of best practice internationally. We are lucky to have had the opportunities to work with educators in South America, the United States, Spain, Australia, New Zealand, the United Kingdom, and the Middle East. And what we’re noticing is that there is continued enthusiasm from educators, learners, and leaders for coaching. We admire their work and hope that this book will support this enthusiasm and provide further encouragement to educators and leaders who want to support their learners and colleagues to be successful.

To capitalize on this international interest, we believe that it is important to bring some definitional clarity to the excellent work that is already taking place. Currently, the term *coaching* is being used to refer to a wide range of interventions in schools. In this book, we bring more consistency to the use of terminology, and we do this by delineating the boundaries between coaching and mentoring, defining the term *coaching in education*, and exploring the nuanced differences between formal coaching and a *coaching approach*. We are particularly encouraged by the potential for coaching conversations, both formal and informal, to make a contribution to almost any school improvement initiative.

For the sake of clarity and simplicity, we have used the pronouns *she* and *her* throughout. Unless we are referencing a particular person, please take *she* to denote “he or she” and *her* to denote “his or her.” We hope that this makes the text easier to read.

As coauthors, we have enjoyed the process of working on this text together both personally and professionally. The process of writing has involved much reading, many conversations with colleagues, practitioners, and academics. We are committed to “research-informed practice,” but primarily interested in the application of coaching in schools to make a difference, ultimately, to the experience of learners. The amount of research that is currently available is encouraging—and there is more work to do. We hope that this book builds on what we know already and raises new questions that need to be investigated further.

We sincerely hope that you find this book useful as you think about ways of enhancing the impact of coaching in your educational context.

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