

Creating time and space for new academics by embedding coaching skills in their accreditation programme

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Last year...



Coaching Senior Fellows to success

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Utilising coaching skills to benefit students & staff wellbeing

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Context: We still have these staff wellbeing issues...

'It's cut-throat': half of UK academics stressed and 40% thinking of leaving

Frequent rejection and a loss of control are making university staff isolated and ill, new research shows

The university has become an anxiety machine



Feeling overwhelmed by academia? You are not alone nature

Add a pandemic...

Research Paper | [Open Access](#) | Published: 16 October 2020

Buffering Academic Stress during the COVID-19 Pandemic Related Social Isolation: Grit and Growth Mindset as Protective Factors against the Impact of Loneliness

[Magdalena Mosanya](#) 

[International Journal of Applied Positive Psychology](#) (2020) | [Cite this article](#)

4 Sep 2020 • Posted by WUN in [News](#)

Global study on the pandemic's impact on university staff and student wellbeing

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Faculty Pandemic Stress Is Now Chronic

COVID-19-related changes to teaching and dealing with students' mental health continue to weigh on professors, with implications for their own mental health.

By [Colleen Flaherty](#) // November 19, 2020

What is coaching?

Coaching is a process which 'works on improving the performance and wellbeing of an individual or group through setting goals, exploring values and beliefs, and facilitating... plans of action' (Wilson 2014, pg11).



How it works in practice

Academic Professional Programme aligned to Academic Professional Apprenticeship, leading to FHEA.

Consists of 8 core sessions, plus shadowing, observations, conversations etc.

Coaching opportunities include:

- Identifying identities
- Action Learning Sets
- Principles of respectful enquiry, with focus on active listening
- Journaling
- Sphere of influence
- Identifying professional and personal journey themes



Why coaching works.

Coaching enables staff to realise their potential (ILM 2018).

Staff discover answers they already have, articulate them and become more confident (ILM 2018).

It 'emphasises reflection, self-analysis and self-evaluation' which assists educators in considering their teaching practices. This is empowering and means they are more likely to take responsibility and put their thoughts into actions (Devine et al 2013)



What next?

- Chapter 'utilising coaching practices to enhance teaching practices' is out 8th March
- Start PhD by publication so exploring topic in much more depth
- Please contact me if you are using coaching tools or being coached yourself; if you are using coaching tools in your educational development work; or if you have a coaching community

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