

Bruce Joyce and Beverley Showers studied 200 in-service education and training programmes for tutors, all designed to change practice. They found that without the chance for teachers or trainers to experience peer observation and peer coaching there is no measurable impact on practice.

Coaching provides an opportunity to reflect on a session and consider, in a supportive climate, why an approach did or did not work and how it might be changed or refined.

Based on their research, Joyce and Showers assert that after attending a continuing professional development (CPD) event, there will be a positive impact on performance if a practitioner receives coaching on the new practice when they return to the workplace. However, where there is no coaching there will be much less impact.

There is also current thinking that the use of video recording can also support peer coaching and in many cases make it more effective than just observations.

For more information see 'The Evolution of Peer Coaching' (reprinted from Joyce, B. and B. Showers. Educational Leadership 1996 53 (6): 12–16).