What is Coaching?

A typical coaching session lasts an hour. We start with a quick catch-up and then choose one focus for the session. The middle part is where the work happens. I ask questions, they reflect, we explore ideas, and sometimes we sit in silence while they process a thought that's finally becoming clear. Young people rarely have someone who listens with full attention, with no judgment and gives them space to make sense of things.

The final part of the session is about turning clarity into action. We look at what they've realised, what feels possible now, and what small steps they want to take in the week ahead. Not every session ends with a full plan, but most sessions end with more understanding and less noise!

The transformational part of coaching is this. Over time, an individual can start to feel more optimistic and more in control of things that had previously felt confusing. They start understanding how they work instead of blaming themselves for not being like everyone else.

Coaching is an hour each week where they get to clear the clutter, feel understood and make real, meaningful progress. That's what you're investing in. And for many young people, that hour makes a lasting difference.

Case Study

Katy came to me with a lot of anxiety around feedback from teachers, managing sensory overwhelm and her upcoming GCSEs. She was articulate, curious but wanted to understand herself better. School staff were great but Katy wanted to manage her emotional responses and move forward with better understanding.

We sat down and discussed everything that was going on - both in school and at home; internally and externally. By the end of our first goal setting session we had six topics to work through.

Through coaching, Katy developed greater self-awareness and confidence in communicating her needs. She also realised that current coping strategies were working for her; she just hadn't realised it until she'd discussed it.
Through reframing teacher feedback, she was able to accept that the intentions behind feedback were constructive and not personal. She was able to communicate more effectively with her teachers requesting just two improvements she could make to her work which helped her to manage her rejection sensitivity dysphoria.

Katy began to identify when she was becoming overwhelmed by noise. Over time, she discussed ways of managing her overwhelm, strategies she began to use more frequently. This would involve taking a walk outside, being more mindful of temperature changes like the feeling of the wind on her face or the touch of a warm radiator.

Finally, Katy identified strategies to manage revision and prepare for college. Her revision was locked in an ‘all or nothing’ pattern. She would set herself up for a whole day of revision which ultimately meant that two hours in she was flagging or hadn’t started at all rendering the whole day a waste.

Through coaching she began to realise that little and often was a much better plan and one she could actually stick to.

Katy’s parent kindly left this testimonial:

So pleased with the help we received from Louise. Her support really gave my daughter a boost heading into her GCSEs and enabled her to understand herself much better, and to advocate for herself more effectively.