

## COACHING IN TEACHING FOR EFFECTIVE LEARNING

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### Abstract

Coaching is an increasingly popular and widely used approach to developing people in their working and personal lives. The process involves in coaching clarifying goals, examining reality, exploring options, agreeing on actions and implementing and reviewing them. A coaching model is a framework. The facilitative coaching model creates a learning space where the coach helps a client grow by building on their strengths. Peer coaching is a confidential process through which two or more colleagues work together to reflect on current practices. An instructional coach is to support teachers and provide personalized professional development, job coaching, and work as a resource to support teachers.

Key words: Coaching, facilitative coaching, peer coaching, instructional coaching.

### INTRODUCTION

Coaching is a process that can be offered in different situations and different environments based on the needs of the individual. The term coaching typically refers to methods of helping others to improve, develop, learn new skills, find personal success, achieve aims and to manage life change and personal challenges. Coaching commonly addresses attitudes, behaviors, skills and knowledge, as well as career goals and aspirations, and can also focus on physical and spiritual development too.(Nancy Zentis, 2016).

### COACHING MEANING

Coaching is an increasingly popular and widely used approach to develop the people in their working and personal lives. This kind of coaching addresses what Harvard scholar and

tennis expert Timothy Gallwey called ‘the inner game’ and inspired one of the most frequently cited definitions of coaching by Whitmore (2009, p.10): “Coaching is unlocking people’s potential to maximize their own performance. It is helping them learn rather than teaching them.”

## **COACHING IN EDUCATION**

The concept of coaching in education has been gaining momentum for some years now and has reached a point where most school leaders, if not teachers, will have at least heard the term used in an educational context. Coaching is a partnership to support individuals in meeting their goals. The process involves clarifying goals, examining reality, exploring options, agreeing on actions and implementing and reviewing them. For educators, coaching can be a highly personalised form of professional learning that enhances learning within classrooms, teams, leadership, and even towards career progression.

## **BENEFITS OF COACHING IN EDUCATION**

- i) The practice of coaching in the classroom is one of the most effective ways to bring out the best in students, to develop their talents and strengths, to build skills and confidence and to nurture learning.
- ii) It may go without saying that teachers everywhere can benefit from bringing into their classrooms. Despite the best efforts of teachers, students sometimes need that extra push of encouragement to help them thrive. But finding the most effective method of achieving that can sometimes be tricky.
- iii) A powerful technique of listening and questioning can provide a myriad of benefits on many levels.
- iv) Coaching improves retention of learning, offering opportunities to talk about what has been learned and to apply learning in to action.
- v) Coaching creates a common approach to working together on activities and solving problems and great questions and listening encourages students to work together. This provides

opportunities to learn from each other and develop the skills of collaboration and knowledge sharing.

## THE GLOBAL FRAMEWORK FOR COACHING IN EDUCATION

An on-going challenge in coaching research is identifying explicitly the coaching methodology or approach in the studies. In some studies, provide clear descriptions, others do not define the actual intervention, making comparisons difficult. There are also noticeably few published longitudinal quantitative studies of coaching in educational settings, thus limiting our knowledge about the longer-term impact of introducing coaching to schools. In a bid to celebrate and learn from successful coaching initiatives taking place across the world, a ‘global framework for coaching in education’ was developed (van Nieuwerburgh & Campbell 2015). The framework ‘provides a coherent way of describing the various conversational contexts where coaching (and coaching approaches) can be explored’ (Campbell, 2015).



A global framework for coaching in education

## DIFFERENCES BETWEEN MENTORING AND COACHING

The terms coaching and mentoring are often conjoined and their meaning conflated. A useful way to distinguish between these two forms of ‘helping intervention’ is to place them on a conversational continuum (van Nieuwerburgh, 2012, p.16) as shown in the table above. The key difference between coaching and mentoring is one of intent – what is expected, invited or solicited when entering into each of Mentoring Coaching Informing Discovery Instructing

Listening to understand Giving advice Ask questions Tell Clarify Provide guidance Empathise  
Inform Share opinions.

### Differences between Mentoring and Coaching

Coaching	Mentoring
Input based on professional skills and training	Input based on experience
Increases performance	Increases maturity and understanding not skills
Addresses specific, stipulated needs	Mentee sets goals
Designed programme	Programmes are not designed
Coach promotes skills development, attitudes change	Mentor not responsible for skill development and attitude change
Directed and guided by the coach, as appropriate	Directed and guided by the mentor, as appropriate
Preparation time required by coach	No need preparation time
Coach responsible for outcomes	Mentee responsible for outcome
Feedback delivered	No formal feedback
Support work outside session by coach	No support work outside the session

## COACHING MODEL

A coaching model is a method designed to guide an individual through a process from where they are currently to where they want to be. A coaching model is a framework; it's the underlying structure that you can use when you're coaching someone. This structure consists of different components or steps. Each component or step has an objective which allows you to ensure that the coaching session is systematic and does not spiral into a roundabout chat. There are multiple coaching models but all of them are based on the primary understanding of what coaching is about.

## PURPOSE OF COACHING MODELS

1. Establishing a desired goal

2. Understanding where they are
3. Exploring options for where they are headed
4. Determining what may be obstacles
5. Establishing a plan of action

### **BENEFITS OF COACHING MODEL**

1. Coaching model may help for planning coaching session
2. It provides a consistent framework for the flow of the conservation.
3. It gives a structure that guides the process as coach to someone.
4. This framework and flow for a coaching session will help ensure focused and better able to manage the coaching interaction.
5. It also covered all necessary steps for coaching.

### **TYPES OF COACHING MODELS**

There are many of coaching models are followed in the field of education. In this article discussed about some types of coaching models.

#### **FACILITATIVE COACHING**

The facilitative coaching model creates a learning space where the coach helps a client grow by building on their strengths. This model focuses on reflection, analysis, observation, and experimentation. For most educators, this is a natural stance in which we seek to improve our classroom practice. Having a coach to help guide through the process can lead to an ownership of the learning and more lasting results. Coaches understand their client's Zone of Proximal Development (ZPD). Similar to a student's independent versus instructional learning level, lies the adult learner's ZPD. The apt coach provides a gradual release of responsibility for the client. Also included in the umbrella of facilitative coaching is cognitive coaching where we seek to change ways of thinking. Cognitive coaching changes the ways a person behaves. One other modality encapsulated in facilitative coaching is ontological coaching which is a "study of being

and focuses on how our way of being manifests in language, body, and emotions" (Aguilar 2013).

## **PEER COACHING**

Peer coaching is a confidential process through which two or more colleagues work together to reflect on current practices; expand, refine, and build new skills; share ideas; teach one another; conduct classroom research; or solve problems in the workplace (Robbins, 1991).

Six essential components of the peer coaching process

1. Establishing and maintaining trust is at the heart of any successful peer coaching program, and school leaders can promote a trusting school culture.
2. Designing differentiated professional learning for all Assume that all teachers novices and veterans alike have room to grow and improve their practice.
3. Establishing coaching configurations to maximize learning Teachers must be involved in creating the teams, which need not be constrained by grade level or content area.
4. Calibrating individuals' skills and needs Aim for the team's zone of proximal development to keep your learning attainable.
5. Using reflection as an integral part of coaching Reflection can aid communication, critical thinking, and commitment to the goal and the process.
6. Providing descriptive feedback Adults often hesitate to provide descriptive feedback, but it's one of the most important gifts one educator can give another.

## **INSTRUCTIONAL COACHING**

An instructional coach is there to support teachers and provide personalized professional development, job coaching, and work as a resource to support teachers. They are teacher leaders who serve to work alongside the classroom teacher, but not in an administrative or supervisory position. An instructional coach may also be a technology coach, helping teachers with the purposeful integration of instructional technology into the curriculum. Just as an athletic coach works alongside an athlete to achieve their fitness goals - the instructional coach is there to work

alongside teachers to provide resources and skills to help improve your performance in the classroom. The learning environment must be professional and focused on the school. Data and evidence should assist in informing learning, and coaching should highlight this data and evidence. Feedback is another area to consider as far as best practices go. This, of course, is an essential component of instructional coaching. When giving feedback, to coach should focus on content, and the teacher should be able to use the feedback in the classroom.

Many teachers consider themselves to be coaches rather than just instructors. We are not just imparting knowledge, but we are there to mentor our students and develop them into becoming better thinkers, writers, readers, doers. We don't bark orders, rather we kneel down and workshop papers and assist in labs and calculations. It is reasonable to assume that teachers would want to be the best coaches possible for their students; however, demanding schedules of lesson planning, assessment-creation, grading, and data digging leave little time for teachers to engage in seeking out resources or new strategies. (Katie Sluiter, 2018)

## **CONCLUSION**

Coaching is a great vehicle for encouraging self-reflection and honest conversations that culminate in specific actions. Personal breakthroughs often lead to business breakthroughs, and it can profound effect on the individual and the whole organization. Through coaching you can bounce ideas and be challenged in keeping relationships intact, all without the risk of limiting career opportunity.

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