

COACHING IN IMPROVING TEACHER

T. de Dios, C. de la Calle, O. Peñalba

Universidad Francisco de Vitoria (SPAIN)

t.dedios.prof@ufv.es, m.calle@ufv.es, o.penalba@ufv.es

Abstract

Coaching offers teachers a new approach to deal with their teaching, focusing on the student and the skills to be developed rather than on the subject and content to be acquired. Provides resources and simple tools that allow application relationships in a different way with himself, with his pupils and their discipline. And it can provide a way to contribute, from the scope of each discipline, the development of the whole person.

The application of coaching both teacher professional development, and the application that makes classroom tools and techniques of this methodology based on personal guidance, among other objectives will contribute to: increase student motivation and involvement; develop and expand responsibility consciousness; encourage the habit of finding and developing independent learning skills and promote meaningful academic and personal excellence.

By accompanying the teacher on one sessions and training in coaching, it manages to boost the deployment of the potential of the individual, in order to completion, through the expansion of consciousness, increased responsibility, commitment to action and building relationships of true encounter with their environment.

Keywords: coaching, learning, teacher support.

1 INTRODUCTION

In the UFV we understand that the professional and personal development of the faculty is one of the fundamental pillars of the strategic process of continuous improvement, therefore leads to the discovery of needs, the deployment of competences, the endeavor of actions and the implementation of new procedures aimed at excellence.

This program aims to help the teacher to discover what and how to do to make your own development as a teacher is practical, useful and above all responsible. That is to say, that eventually contribute to the personal growth of its students and all those who are members of the university community.

The excellent teachers are highly successful in helping their students to learn, achieving positive influence, substantial and sustained in their ways of thinking, acting and feeling [1].

The proposed methodology is based on the coaching, understood as a process of learning of interpersonal individualized application whose objective is the improvement of teaching skills, through certain techniques which are based on the Socratic philosophy and anthropological substantiation of learning processes.

Coaching is a training process in which an individual gets support while learning to achieve a specific personal or professional goal. The coaching process is focused on increasing individuals' awareness, on generating responsibility and on moving people to action, because action is the change driver, and change is essential in coaching. Without change, there is no coaching.

Coaching is an old discipline that is gaining popularity and relevance every day. In fact, we could say that Socrates initiated the coaching with his teaching method (the Socratic method). The origin of "modern" coaching can be found in sports [2]. The Inner Game became a revolutionary and very powerful methodology to achieve resounding results in tennis and the method was soon transferred to other sports and other fields, like business and education.

There are three main schools of coaching: the European school, with the model proposed by Sir John Whitmore [3] and Timothy Gallwey; the North-American model founded by Thomas Leonard, who also founded the International Coach Federation (the most important coach association in the world): and

the Chilean school created by Fernando Flores [4] and developed by Julio Olalla and Rafael Echeverria [5], with a model called Ontological Model. Research on coaching can be found in [6]

There are two different approaches to the use of coaching in education. The first one, known as educational coaching, is focused on applying coaching process to teachers to increase their performance and results. This approach has been widely developed in the United States where we can find different validated models, such as cognitive coaching [7], instructional coaching [8] or peer coaching [9]. Other experiences can be found on [10][11].

The other approach is training teachers to use some competences and methods from coaching in their relations with the students. With these new abilities teachers can improved their teaching strategies and methodologies, favouring new more effective teaching and learning models. Although we can find a lot of initiatives in this line, no research has been carried out to validate them.

2 OUR PROPOSAL

2.1 Objective

In any case the process of coaching will focus on identification of the strengths, weaknesses, threats and opportunities that the teacher can identify into their teaching. The main objective of the program is trying to help the participants to implement actions for improvement in their professional activity in the UFV.

2.2 Receivers

The methodology is intended to help

- Teachers wishing to improve their teaching activity and voluntarily applying to participate in the program.
- Teachers that get average scores lower than 4 in the assessment of teaching done by the students.
- Teachers who have not achieved a favorable assessment in the DOCENTIA program.

2.3 Program development

Each participating teacher in the program attends a total of 3 sessions of between one hour and hour and a half, distributed between the months of March to June.

Personalized accompaniment focused on improving teaching will be done by coaches with experience in the development of skills.

In order to validate the effectiveness of the implementation of the program by coaches with different training we proposed the participation of six coaches:

- Four internal coaches (two of them trained in the IDDI and two without certified training).
- Two external professional coaches.

Each coach will be the accompaniment of at least two professors, one of them with a rating lower than 4 in the average score for the assessment of teaching, done by the students and another that has requested to voluntarily participate in the program (attached proposal at the end of the document)

They will remain three sessions of approximately one hour duration, in which they will operate the following contents:

FIRST SESSION: ANALYZING THE STARTING POINT

Objective 1: Exploring with the teacher the dimensions of the DOCENTIA assessment program, to set the starting point.

This table lists the dimensions covered in the assessment according to the DOCENTIA program, which seeks to evaluate the work of professor from a broad sense, looking at both the perception of his work of teaching and learning, as its contribution to the management, innovation and educational research.

DIMENSIONS	SUBDOMAINS
1. Planning Action Teaching	1.1. Variety and intensity of the teaching
	1.2. Schedule
	1.3. Teaching Assignment
2. Development of the teaching activity	2.1. Organization of education
	2.2. Content domain. Descriptive clarity
	2.3. Motivation of learning
	2.4. Interaction with the group of class
	2.5. Individual attention to the student
	2.6. Evaluation
3. Results of the teaching activity	3.1. Satisfaction with the results
	3.2. Rates of results
4. Training, Research and innovation in teaching	4.1. Training
	4.2. Research experience related to the teaching activity
	4.3. Teaching Innovation
	4.4. Academic and scientific production

Objective 2: Identifying Weaknesses, Strengths, Threats and Opportunities

Through the analysis of each dimension we can identify areas of improvement in which the professor may be interested in working:

- Planning of the teaching activity
- Teaching Development (organization, mastery and clarity, this facet of learning motivation, interaction with the class group, individual attention to the student, evaluation).
- Satisfaction rate and results in the teaching

- Innovation, research and academic production.

Relates the development process with the assessment of teaching, since the main objective of this program is to contribute to better performance in the academic activity. At the same time, it aims to stimulate the teachers a greater identification with the ideology and the Academic Model of our University. This identification seeks development and the renewal of a critical engagement with the integral formation of the students and the methodological renewal framed in the European Higher Education Area.

Objective 3: Defining the goal for the process

We try to agree with the coachee the aspects on which he or she prefers to work, defining one or more goals for the process.

Objective 4: Making the meeting possible

In the first session, it is very important to settle down the conditions for the success of the process: teacher’s confidence in the coaching process, in the coach, in his own possibility to change and commitment with action to change.

SECOND SESSION: DEFINING AN ACTION PLAN.

The objectives of this session are:

- Identification of the brakes, barriers and blockades.
- To overcome resistance to change. Thirty-fourth Ordinary Session
- Identification of beliefs, values and attitudes that underlie the behavior.
- Search for evidence in the behavior.
- Levels of competence: knowledge, power and wanting

THIRD SESSION: CONSOLIDATING ACTION PLAN

The objectives of this session are:

- Checking behavioral evidence reflecting the change.
- Identify the visible progress.
- Take conscience. Committee.
- Balance of the process.
- Discussions were based upon approach to monitoring
- Closure of the process.

2.4 EVALUATION OF THE PROCESS OF COACHING

After completing the coaching process, teachers fill in this questionnaire to for the evaluation of the methodology.

Items:	1	2	3	4	5	6
--------	---	---	---	---	---	---

1. The coach has been accessible during the process						
2. I have felt understood by my coach.						
3. My coach has stimulated me and encouraged to take new action in my teaching.						
4. The coaching sessions have proved useful to improve my teaching.						
5. The process of coaching has given me a greater confidence in myself as a teacher .						
6. During the process I have fallen into the account of things that I had not thought about before.						
7. Now I have a different perception about the teaching.learning process.						
8. Now I have a different perception about the students.						
9. I think that after this process I will disfrutate more my clases.						
10. Overall assessment of the processof coaching.						

Name of my coach:

The best thing of my coaching has been....

What can be improved is:

3 CONCLUSIONS

Coaching is a process of accompaniment, which in makes it possible to improve the performance of teachers. UFV is using the approaches and foundations of this tool to respond to the demand for a new model of teaching-learning, which gives prominence to the student and not the subject, the results of learning rather than the transmission of content, to meet with the student more rather than its control and evaluation.

REFERENCES

- [1] BAIN, Ken (2004). *What de Best College Teachers do*. Harvard University Press, Cambridge, MA
- [2] GALLWEY, W. Timothy (1974). *The Inner Game of Tennis*. New York: Random House.
- [3] WHITMORE, John K. (2002). *Coaching for Performance: Growing People, Performance and Purpose*. London: Nicholas Brealey Publishing. p. 10. .
- [4] FLORES, F. (1989). *Inventando la empresa del siglo XXI (10ª ed.)*. Santiago de Chile: Dolmen Ediciones.
- [5] ECHEVERRÍA, R. (2009). *Ontología del Lenguaje (9ª ed.)*. Santiago de Chile: Dolmen Ediciones
- [6] COSTA, A. & Garmston, R. (1992). "Cognitive Coaching: A Strategy for Reflective Teaching." *Journal for Supervision and Curriculum Improvement*. California ASCD.
- [7] CORNETT, J. y KNIGHT, J. (2008) *Research on Coaching*, en KNIGHT, J. (coord.). *Coaching Approaches & Perspectives (USA, Hawker Brownlow Education)* pp. 192-216.
- [8] KNIGHT, J. (2007) *Instructional Coaching: A Partnership Approach to Improving Instruction*. Thousand Oaks, CA: Corwin Press.
- [9] THORN, A., MCLEOD, M., GOLDSMITH M. (2007). Peer coaching overview. Retrieved from <http://scripts.cac.psu.edu/dept/it/connects/coaches/pdf/Peer-Coaching-Overview.pdf>. [2012-5-17].
- [10] MOCHE, R. (2000) *Coaching Teachers' Thinking*. *Journal of Jewish Education*, (Jewish Education Service of North America and the Mandel Foundation-Routledge Taylor & Francis Group) Volume 66, Issue 3, pp. 19-29.
- [11] WENGLINSKY, H. (2000) *How teaching matters: Bringing the classroom back into discussions of teacher quality*. (Princeton, NJ: Policy Information Center).