

#educoachproject
<https://educoachproject.eu/>



Co-funded by
the European Union

COACH

PREVENT EARLY SCHOOL LEAVING PROJECT

SCHOOL COACHING TOOL



The #EduCOACHproject has been co-funded by the European Union. Views expressed are those of the authors only and do not necessarily reflect those of the EU or the European Education and Culture Executive Agency (EACEA). Neither the EU nor EACEA can be held responsible for them. (KA220-SCH-639F42F4)



Index

Introduction	3
Short description of the project	3
Results you see with a coaching approach	3
Coaching approach in schools	4
Coaching: when, why and how	6
What is coaching in teaching and coaching systems in schools?	6
History of coaching - sources of inspiration and scientific foundation	7
Differences between coaching, mentoring, and counselling	8
Coaching as a tool to prevent stress and school dropout	9
Coaching as a tool to increase school safety	9
Coaching as a tool to increase motivation, engagement and positive behaviour through teachers' involvement	10
Coaching as a tool for communication with students (socio-emotional dimension)	11
Coaching as a tool for communication with parents and empowering parents	11
Collegial and cooperative learning through coaching	12
Strategies for inclusion through coaching	12
Coaching models, tools and skills	13
Introduction to ICF Core Competencies	13
Skills you need in a Coaching Approach	14
Create a good relation	14
Develop trust and closeness	14
Presence	15
Listening actively and on multiple levels	16
Awaken awareness through powerful questions	17
Set goals that motivate, that give drive in the coaching	17
Give and formulate coaching feedback	17
Stimulate action and learning	18
Embodying a Coaching Mindset	19
The use of coaching in groups	19
Ethical guidelines	19

Introduction

Short description of the project

Our aim with this project <https://educoachproject.eu/about-us/> is to incorporate a “School Coaching Approach” in teaching to help prevent Early School Leaving (ESL)

The purpose is to strengthen and develop a coaching approach and leadership that takes advantage of the individual's inherent potential and unique resources.

Through coaching skills teachers will gain new perspectives on the learning process and how to explore innovative approaches.

A school coaching approach strengthens the relationship and creates a good and positive atmosphere in schools, and teachers will find it easier to engage and motivate students.

The teachers will get tools and models for developing students' abilities, in particular: self-confidence, self-recognition, purposefulness, communication, and cognitive skills. It makes students grow, think in new ways and take responsibility.

Results you see with a coaching approach

For more than 15 years the company Skolcoacherna, who is one of their partners in this project, has been working with coaching and has trained teachers and school leaders in coaching and a coaching approach.

They notice that more and more schools want to learn about coaching, since a coaching approach contributes to development for both the person and the organisation.

The last ten years Skolcoacherna has been working on behalf of The Swedish National Agency for Education. Coaching and coaching training is an effort that they have chosen on several occasions to raise quality and support selected schools with major challenges such as large problems with high early school leaving and for schools with a large proportion of new arrivals. Research shows that a school coaching approach is a good method for increasing students' motivation, which results in engaged students who feel better and perform better and coaching is known to prevent early school leaving.

From our experience Skolcoacherna and evaluations in their various assignments over the years, they see the following results with a coaching approach:

Strengthened self-confidence

The students have increased their self- confidence. They discovered their strengths and their potential and are focusing on opportunities.

Increased motivation through a holistic approach

The students develop a sense of context, get a broader approach, and see the desired position and possible steps forward. They increase their self-reflection and self-realisation. Who am I, Where am I, What do I want, What can I do? and this creates motivation!

Own their way forward

We see that the students set and fulfil their own goals more easily. They get an increased participation and responsibility in their studies, and they get more equipped to deal with challenges. They experience more inclusion and security.

Manage their studies better

Teachers get tools to develop the students' internal resources, strategies to maximise their ability to acquire knowledge and skills and develop methods to improve the effectiveness of learning activities.

Overall, the student does better in their studies. They reach their goals more easily. They get better study techniques, better planning and execution of tasks.

Less Drop out, better inclusion

In summary, those results of coaching contributes to more study satisfaction, better study results, better attention and less dropouts and early school leaving and also better inclusion. One of the keys to get all of these above results is to have a coaching approach at all levels. When it comes to the teacher a coaching approach also give results:

Teachers get new perspectives

Through coaching skills teachers will gain new perspectives on the learning process and how to explore innovative approaches.

Coaching stimulates the desire of teachers to implement new methods and techniques in the workplace. Teachers also get a clearer understanding of how to deal with problems and difficulties faced by students, in order to reduce the risk of ESL.

The Peer-to-peer learning is strengthened

The teachers are strengthened in their collegial learning. They get a more constructive dialogue with colleagues and that creates motivation. Their focus shifts from problems to opportunities and what works, and they get better equipped to deal with challenges.

Coaching approach in schools

The relation in focus

With a coaching approach, the relationship between teacher- student is central with a positive basic attitude towards the student as well as a great trust in the student's abilities and possibilities. It involves first creating a good relationship with the students to engage their feelings. An emotional involvement facilitates learning.

The student is seen and confirmed by the school staff and is given space to develop their thoughts through coaching questions and active listening. This creates a respectful dialogue that puts the student at the centre, which contributes to the student's growth. Coaching and a coaching approach also stimulate their own responsibility.

Basic assumptions

There are some basic assumptions for coaching and translated to the education system it means that you believe that the students can and have the ability and are resourceful and creative. The students are also able to take responsibility for their actions.

Success factors

Successful schools work with a coaching approach at all levels of the school. A holistic approach is desired. They have a common coaching approach and a coaching culture with a clear value base, where values and goals are shared. They consciously work with relationship building.

By all levels we mean all staff not only teachers, also student health staff and other school staff as well as school leaders and not least between students. It is also desirable to involve parents in the coaching approach, who of course have an important role, not least for students in the risk zone.

Different levels of coaching

In this project we are concentrating on a coaching approach. A coaching approach is a way of thinking, an attitude in the meeting with a person or a group.

You could also work as a professional coach in schools. There are other forms of coaching like professional coaching with scheduled coaching sessions, with a clear agreement and methodology.

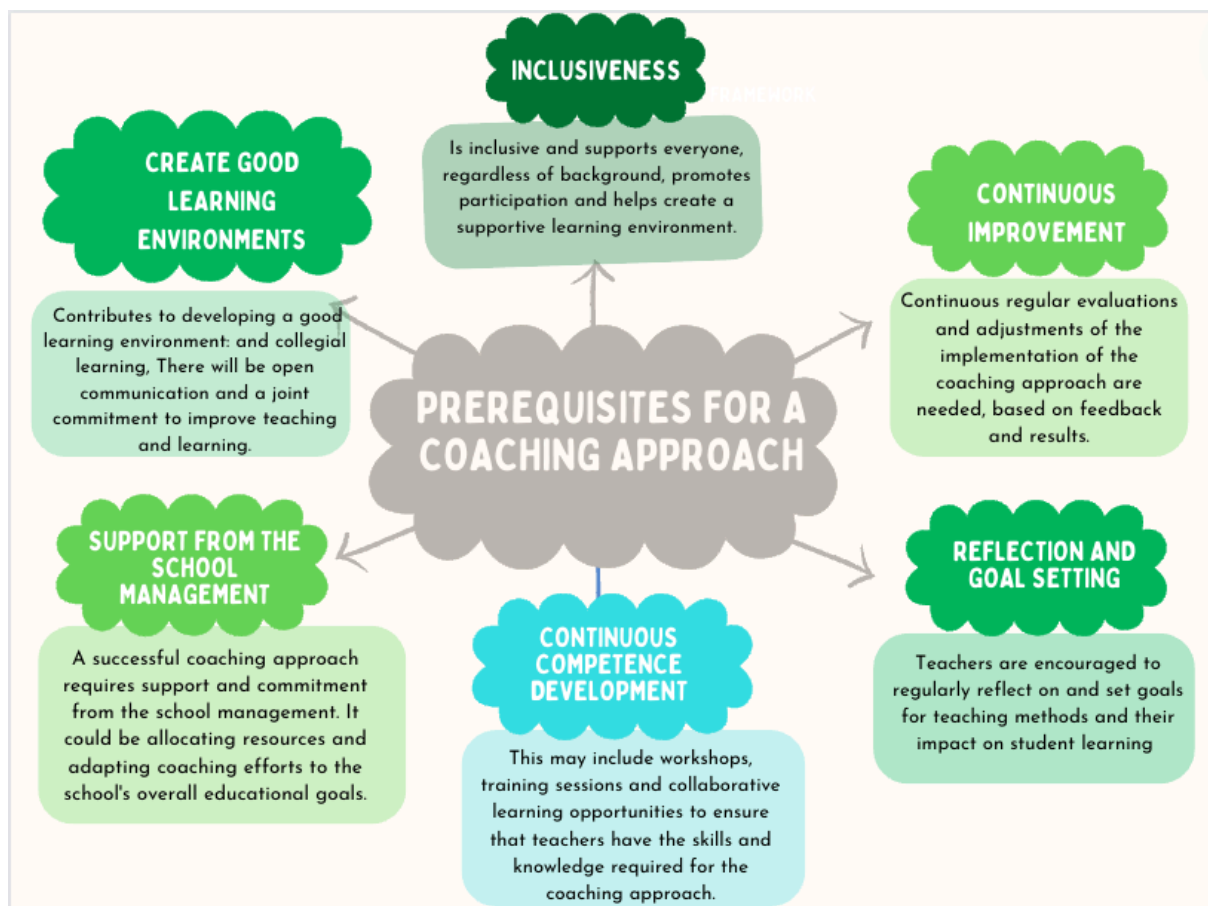
Coaching: when, why and how

What is coaching in teaching and coaching systems in schools?

As mentioned in the introduction in teaching, coaching refers to a supportive and collaborative professional development approach to enhance a teacher's skills, effectiveness, and overall performance in the classroom. Teaching coaching aims to improve instructional practices, promote reflective teaching, and ultimately enhance student learning outcomes.

Implementing coaching best practices signifies a severe commitment to unleashing the full potential of teachers, moving away from the traditional method of grading lessons. Instead, the focus is on sustained support and development for every educator. This strategic shift acknowledges that coaching is a solution capable of unlocking the untapped potential within teachers, ultimately leading to improved student learning outcomes. It's a comprehensive and ongoing effort that prioritises professional growth and the long-term success of both educators and students.

A coaching system in schools is an organised and structured approach to providing coaching and support for educators, improving teaching practices, fostering professional development, and enhancing overall instructional quality. This system creates a supportive and collaborative environment that facilitates continuous learning and improvement among teachers and students.



History of coaching - sources of inspiration and scientific foundation

Coaching as a discipline rests on an "eclectic theory" – a mix of different theories and sources of inspiration. In terms of research, the following three important sources of inspiration are usually identified when it comes to coaching.

Humanistic psychology (1950s-1960s)

In humanistic psychology all individuals have the full ability and potential to develop. The individuals can and want to take personal responsibility and make their own choices and have the answers within them. The starting point is that you as a human being are positively affected by being appreciated, being listened to and getting attention. Express one's own capability and creativity.

System theories (1950s)

Brings together principles from many different fields of science. One needs to be aware that we are constantly influenced and influenced by each other and the context in which we find ourselves. We need to take a broader approach to problems so patterns and contexts become visible in the coaching situation. You need to see the individual in a context of family background, religion, ethnicity, economic background.

Positive psychology (2000s)

The starting point is that when we experience challenging events or behaviours, it is easy to focus only on the negative ones. Instead, we need to capture the positive and constructive aspects that contribute to learning and development. It emerged as an interdisciplinary ambition that brought together researchers from a number of different disciplines, of which Martin Seligman (1999) is one of the leading figures. We build on what works. The approach involves giving positive feedback when the person has succeeded in, for example, an assignment. You need to ask questions like: What works? What strengths can you build on? What is most constructive to do in this situation?

Coaching in school education has experienced a gradual but notable evolution over the years. Initially, coaching was primarily associated with the business sector, particularly in the 1990s (Wefald, 2022) and in the sport sector.

However, the concept of coaching in education has gained traction more recently and is still considered relatively new compared to its popularity in the business and industry sectors. It was historically used as a remediation strategy for underperforming managers and executives, but over time, the focus shifted towards developing high-potential employees for advancement.

Coaching in school education began to emerge as a form of professional development for teachers and school leaders in the UK several decades ago, focusing on developing instructional leadership (Gradišek, 2023). As coaching in education grew, it expanded beyond just developing instructional leadership. It started to encompass various aspects of leadership development, such as problem-solving skill development and meaning of leadership learning (Hastings & Kane, 2018).

Today, coaching in school education is seen as a valuable tool for leadership development and is utilised in both elementary and secondary school settings. There are different Coaching models typically involving a structured and reflective dialogue between the coach and the client, aiming to enhance their skills, knowledge, and effectiveness as educators (Houchens et al., 2017).

Coaching has become essential to professional development in school education, providing a vehicle for change and evolution rather than a quick-fix solution. Coaching in education has also been found to have additional benefits, such as promoting educational inclusion and fostering a systemic view where all teachers are seen as coaching leaders. Moreover, coaching in education encourages awareness and constant reflection about education, fostering more excellent connectivity among members of the educational community.

Differences between coaching, mentoring, and counselling

Coaching, mentoring, and counselling aim to support individuals in their personal or professional development. But there is a difference between these concepts. It is important to understand that a coach is not the same as a mentor or a counsellor.

To be a mentor means that a more experienced person is the role model to a less experienced person. The mentor offers their expertise, insights and knowledge and gives advice based on their own experiences.

Counselling means, for example, that you support a person or group, and you have special knowledge and expertise in your field and you can give advice based on this.

The role of the coach is not to solve problems or give advice. Instead, it's about giving the individual support and giving the process driving force. The coach can help the individual to find their own resources and to highlight what they want to achieve.

The individual best sets his or her own goals to strive towards and the coach provides support on the way to the goal by asking the powerful questions, listening actively, staying focused on the goal and encouraging action. In school, of course, the teacher must be an expert and mentor, but also involve the coaching approach.

Coaching	Mentoring	Counselling
Coaching focuses on improving present and future performance by providing hands-on support and guidance to help individuals recognize opportunities to improve their performance and skills	Mentoring involves a more experienced individual sharing their knowledge and expertise with someone less experienced, and fostering a relationship of mutual trust and support	Counselling involves professionals helping individuals navigate and overcome personal or emotional challenges
Coaching typically involves a collaborative and	Mentor and mentee relationships are often informal	Counselling involves a professional counsellor

partnership-oriented relationship between the coach and the coachee, the coach facilitates the coachee's self-discovery and helps them unlock their potential	and based on trust and mutual respect	providing a supportive and non-judgmental environment for individuals
Generally, coaching focuses on short to medium-term goals and performance improvement. Therefore, the relationship might be time-bound, with specific objectives and milestones	Mentoring can be a longer-term relationship, extending over an individual's career. Mentoring often involves ongoing guidance and support as the mentee navigates different stages of their professional or personal development	The duration of counselling can vary, depending on the nature and complexity of the issues being addressed

Coaching as a tool to prevent stress and school dropout

Coaching is a powerful tool to proactively address stress and mitigate the risk of school dropout by fostering holistic student development. Through a coaching approach teachers assist students in setting realistic academic goals, developing effective study habits, and honing stress management techniques. By focusing on emotional well-being, a coaching approach helps students build resilience, navigate personal challenges, and cultivate a positive self-image. Additionally, coaching facilitates self-discovery, encouraging students to explore their strengths and interests while fostering improved communication and relationship skills.

The research results show that implementing an intensive coaching program targeting students aged 16–20 has proven to be a highly effective strategy in mitigating the critical issue of school dropout. The program, administered over one or two years, significantly contributed to a remarkable 40% reduction in school dropout rates, bringing them down from 17 to 10 percentage points. The additional year of coaching further bolstered this positive impact by lowering dropout rates by an extra percentage point.

This intervention exhibited particular efficacy among students with a higher likelihood of dropping out, including those no longer obligated to formal education, male students, and those not residing with both parents (Steege et al., 2015).

In essence, the success of this coaching initiative not only addresses the pressing challenge of school dropout but also underscores the value of proactive, targeted interventions in shaping a more resilient and prosperous society.

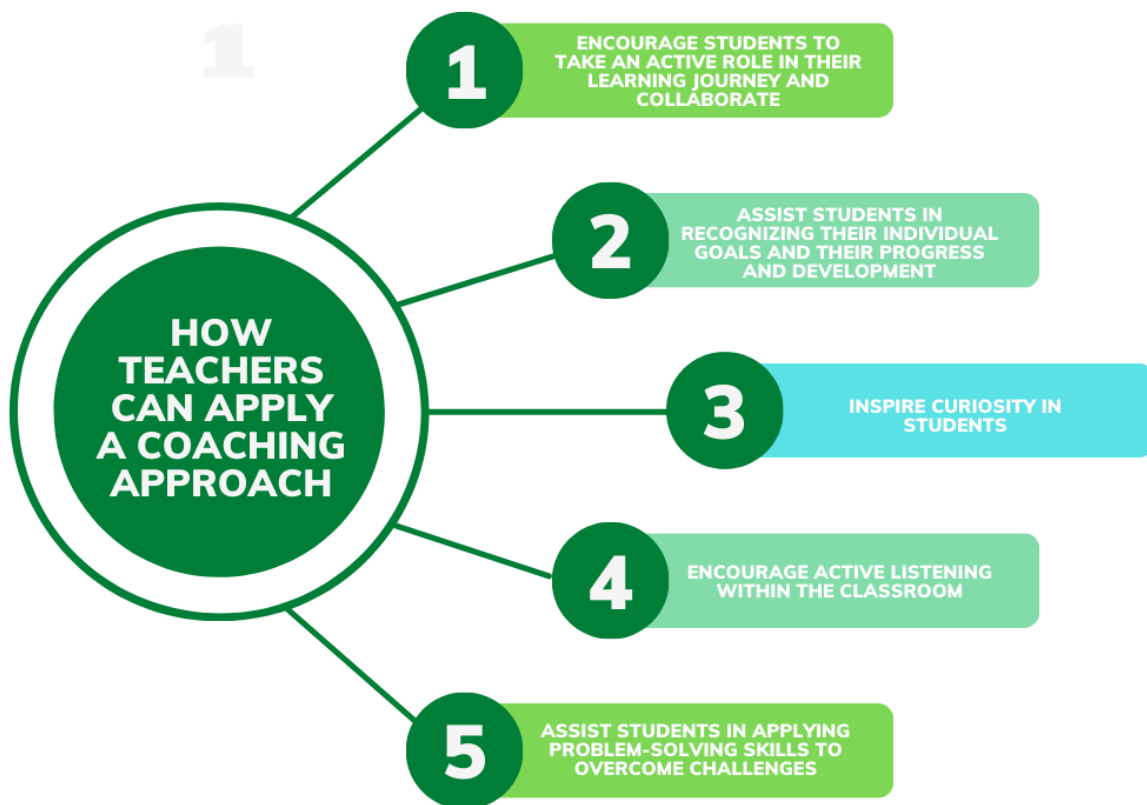
Coaching as a tool to increase school safety

When integrated into a school's framework, a coaching tool becomes a cornerstone for cultivating a secure and inclusive educational setting. Providing students with individualised guidance and support addresses academic challenges and the multifaceted aspects of their personal development. A proactive coaching approach creates a positive school culture where students feel heard, understood, and empowered. Coaching is a preventive measure against potential disruptions in

promoting mental and emotional well-being, fostering resilience and a sense of belonging. Moreover, by instilling conflict resolution skills and encouraging positive peer interactions, the coaching tool reduces unsafe behaviours, creating an atmosphere where mutual respect and cooperation prevail. Through collaborative efforts involving students, educators, and families, this approach extends its impact beyond individual counselling sessions, building a collective commitment to safety and well-being within the school community. In essence, the integration of a coaching tool emerges not only as a proactive strategy for addressing immediate safety concerns but as a transformative force in shaping a school environment that prioritises its students' holistic development and security.

Coaching as a tool to increase motivation, engagement and positive behaviour through teachers' involvement

Successful cases and best practices show that coaching is a powerful tool for enhancing student motivation, engagement, and positive behaviour by actively involving teachers in learning. Through personalised guidance and support, teachers can identify individual strengths and areas for improvement, tailoring their approach to meet the unique needs of each student. Coaching establishes a solid teacher-student relationship by fostering a collaborative and communicative environment, creating a sense of trust and mutual understanding. This boosts motivation and encourages positive behaviour as students feel acknowledged and valued. Additionally, the continuous feedback loop inherent in coaching allows for timely adjustments, ensuring that instructional strategies align with student learning styles further reinforcing a positive and engaging educational experience.



Coaching as a tool for communication with students (socio-emotional dimension)

Utilising coaching as a tool for communication with students extends beyond the academic realm, incorporating a socio-emotional dimension. This approach involves fostering open and supportive dialogues that address academic challenges and emotional and social aspects of student well-being. Through a coaching approach, educators can effectively communicate with students, guiding them in navigating and understanding their emotions, interpersonal relationships, and overall socio-emotional development. This helps to create a nurturing and empathetic environment, promoting academic success and the emotional intelligence and resilience necessary for students to thrive in various aspects of their lives.

Coaching as a tool for communication with parents and empowering parents

Implementing coaching as a tool for communication with parents not only facilitates effective information exchange but also serves as a powerful means to empower them in their role. By adopting a coaching approach, teachers can engage in collaborative and supportive dialogues with parents, focusing on understanding and addressing their concerns, goals, and aspirations for their children. This approach empowers parents by giving them insights into their child's learning and development, fostering a partnership with the school. Through effective communication, parents can gain valuable tools and strategies to actively support their child's education at home, creating a more holistic and cooperative learning environment that benefits the child's overall well-being and academic success.

Collegial and cooperative learning through coaching

Fostering a collegial and cooperative learning culture through coaching in a school setting involves promoting collaborative relationships among educators and emphasising a shared commitment to professional growth and student success. Teachers can engage in supportive and constructive interactions by incorporating coaching methodologies sharing insights, strategies, and best practices. This collaborative learning environment enhances individual teacher effectiveness and contributes to a collective culture of continuous improvement. Additionally, coaching encourages educators to work together to address challenges, exchange ideas, and co-create innovative teaching approaches. This collegial and cooperative approach to learning through coaching not only enriches the professional development of teachers but also positively impacts the overall educational experience for students.

Strategies for inclusion through coaching

In promoting inclusion through coaching in schools, employing targeted strategies is essential. Teachers can begin by developing individualised coaching plans that cater to each student's unique strengths, ensuring a personalised approach to inclusion. Culturally responsive coaching, integrating diverse perspectives and practices, helps create an inclusive environment. Collaborative goal-setting encourages teachers to establish objectives aligned with inclusive practices, fostering a supportive learning atmosphere. Teachers applying coaching instruments should use classroom observations to get constructive feedback on inclusive teaching methods results and model inclusive practices during professional development sessions. Facilitating peer collaboration and resource sharing among teachers enhances a sense of community and collective responsibility for inclusive education. Adopting flexible coaching models accommodates diverse teaching styles, and ongoing professional development on inclusion ensures teachers are equipped with the necessary tools. Regular reflection sessions allow teachers to share experiences and refine their inclusive practices, creating a dynamic coaching process that contributes to a more inclusive and supportive school environment.

Coaching models, tools and skills

Introduction to ICF Core Competencies

The ICF Core Competencies were developed to enhance comprehension of the skills and approaches employed in today's coaching profession, as defined by the International Coach Federation (ICF).

The International Coaching Federation, ICF (<https://coachingfederation.org/>) has defined eight competencies that are important in professional coaching. They are at the very core of the skills a coach should have and be able to clearly demonstrate. Many of these are also important in coaching leadership. The core competencies have been developed to provide a better understanding of the skills and approaches to be used in coaching according to the ICF.

The skills are divided into four main areas:

The foundation – is about how the coach acts ethically and uses a coached approach.

Co-create the relationship – describes how the coach, in partnership with the client, creates agreements and agreements, creates trust and security, and maintains their presence and focus.

Communicate effectively – here the coach is expected to listen actively and help the client to insight and learn by using tools and techniques such as powerful questions, silence, metaphors or similes.

Promote learning and development – transform learning and insights into actions facilitating the client's development.

The individual skills are not ranked. The skills are mentioned here separately. You will notice that a lot is common and sometimes they can seem similar. That's because they often presuppose each other. To be able to listen actively, you need to be present. To be able to ask challenging questions, you need to have created trust and closeness and so on. They're all connected.



Skills you need in a Coaching Approach

Create a good relation

A good relationship with trust and closeness are the most important coaching skills. You need a positive basic attitude towards the student and a great belief in the student's ability and opportunities.

In a coaching approach the student is seen and confirmed by school staff and given space to develop their thoughts. Curiosity is also very important. If we are curious we stimulate discovery. Research has shown that curiosity is correlated with creativity and innovation and improve learning and problem-solving.

Develop trust and closeness

Trust and closeness are the most important coaching skills. By creating trust, the student is encouraged and motivated and it promotes creativity and helps the person to try new things.

If there is no trust, it does not matter how good the questions you ask, how well you listen or how nice the tools and models are you present.

Trust is required for the cooperation to be characterised by openness and authenticity. A safe environment characterised by a trusting relationship also promotes creativity and helps the student to dare to be brave to feel, be vulnerable and try new things.

- *You can build trust by, for example:*
- *Demonstrate a strong, genuine sense of the individual's future and well-being.*
- *Show great personal integrity, authenticity and honesty.*
- *Create clear agreements and keep your promises.*
- *Show respect for the individual's perception, learning style and person.*
- *Support new behaviours and actions, including those that involve risk-taking and fear of failure.*
- *Ask the person for permission before entering new and sensitive areas.*

Fostering trust and safety for students is foundational for effective learning and growth. In a coaching approach the teacher establishes a supportive and inclusive environment by actively listening to students' perspectives, validating their experiences, and demonstrating empathy. Creating a non-judgmental space allows students to feel comfortable expressing their thoughts, questions, and challenges without fear of criticism. Confidentiality is paramount to assure students that their concerns are taken seriously and will be handled with care. Through collaborative goal-setting and regular feedback, the teacher-coach empowers students to take an active role in their education, promoting ownership and accountability. By prioritising each student's well-being and individual needs, the teacher-coach builds a foundation of trust that encourages open communication and a positive, secure space for academic and personal development.

In a coaching approach teachers can employ various practices and exercises to cultivate trust and safety in their coaching dynamics. Regular check-ins, one-on-one or in small groups, provide a platform for open communication and allow students to express their concerns or share successes. Establishing clear expectations and goals collaboratively and involving students in decision-making fosters a sense of ownership and mutual investment in the coaching relationship. Incorporating team-building activities or icebreakers at the beginning of the coaching journey helps break down barriers and create a positive, inclusive atmosphere. Encouraging reflective practices, such as journaling or group discussions, enables students to articulate their thoughts and feelings, reinforcing a culture of trust. Additionally, consistently providing constructive and specific feedback and recognizing and celebrating students' achievements contributes to a supportive and affirming coaching environment where students feel safe to take risks and explore their potential.

Presence

In a coaching approach you strive to be consciously present, that means that you are present in the moment without evaluating, judging or thinking about anything else. When you are fully present, you can see the individuals as they are, you pay better attention to shifts in energy, tone and attitude, and you let go of your own intentions and preconceived notions. You become more flexible when you are present and can

meet the student with openness and "fresh" eyes and adapt the coaching to what suits the individual best in the moment.

Listening actively and on multiple levels

Developing active and multi-level listening skills is essential in a coaching approach. To hone these skills, teachers at the training stage can engage in exercises that promote focused attention, such as mindfulness activities, to cultivate a present and attentive mindset during coaching interactions. Encouraging students to express their thoughts and feelings, followed by paraphrasing and summarising their statements, demonstrates a commitment to understanding on a deeper level.

Teachers must learn to ask open-ended questions that prompt students to elaborate on their experiences, fostering a more comprehensive understanding. Integrating reflective techniques, like discussion sessions, allows students to articulate their perspectives while providing teachers with valuable insights. By consistently employing these practices and creating a supportive, non-judgmental environment, teachers can build trust, strengthen communication, and enhance their ability to connect with students on various levels.

The fact that the student feels that they are being listened to also makes them feel seen and heard, which in turn leads to courage, creativity and reflection. When we listen actively it is what the student communicates that is in the foreground. The teachers own values, priorities and end up where they belong; namely, in the background.

Regardless of whether you are already a skilled listener or not, you can develop your listening to a new level. It's a training thing, and just like when we train other skills, focus, discipline and attention are needed.

There are different levels of listening:

- Not to listen at all, but to give the impression that we do.
- To listen to what is being said, but focus on ourselves. At the same time as we listen, we are thinking about something else, such as our own relationship to what is being said, how we would have solved the dilemma the person we are listening to is talking about or how we are perceived by the other person.
- To listen to the words the person we are listening to uses and show that we are listening. The focus is now on the person we listen to and we do not evaluate what is said based on our own values.
- Listening to words, tone of voice, body language and what is said between the lines. To confirm and reflect both what is said and what we note through different senses.
- At the last level we listen to the whole person, the person's story, and the situation. We can then confirm the person, for example, based on how she usually acts or what her situation looks like. At this level we are listening to the whole situation; What is going on in this room between you and the client or what is the difference today compared to the last time you met. We use our intuition and can convey thoughts, feelings, and images we experience.

Awaken awareness through powerful questions

Cultivating the skill of awakening awareness through powerful questions is important in the coaching approach. You should use a lot of questions but you need to ask questions that give new perspectives. In general, good questions are those that make the person see new opportunities, think in new ways and feel strengthened and motivated.

Teachers can employ thought-provoking inquiries, encouraging students to reflect on their goals, values, and learning experiences. By posing open-ended questions that prompt self-discovery, teachers inspire students to delve into their thoughts and emotions, fostering a deeper understanding of themselves and their aspirations. These powerful questions can also guide students in recognizing their strengths, areas for growth, and potential pathways forward. Through this process, teacher coaches empower students to take ownership of their learning journey, promoting self-awareness, critical thinking, and a sense of purpose.

Learning to ask powerful and impactful questions is a skill that can be honed through intentional practice and a thoughtful approach. A teacher must understand the purpose of the conversation and actively listen to the student's thoughts and emotions, have the skill to initiate questions with open-ended prompts, avoid assumptions and biases, and cultivate empathy toward the student's experiences. A good instrument is experimenting with different question types exploring goals, values, challenges, and future plans to provide a comprehensive understanding. Also, seeking feedback from peers or mentors and staying committed to continuous learning through resources, workshops, and reflection is essential.

Set goals that motivate, that give drive in the coaching

Setting goals that motivate and provide a sense of drive is a pivotal coaching skill for teachers working with students. Teachers-coaches should collaboratively establish clear and inspiring objectives that resonate with the student's aspirations, fostering a sense of purpose and enthusiasm. Goals should be specific, measurable, achievable, relevant, and time-bound (SMART), ensuring clarity and feasibility. By aligning these goals with the student's individual strengths, values, and areas for growth, teachers can ignite intrinsic motivation. Regularly revisiting and celebrating progress toward these goals reinforces students' sense of accomplishment and commitment to their educational journey. Through this goal-setting process, teacher-coaches empower students, creating a dynamic coaching relationship that propels them toward continuous improvement and success.

Give and formulate coaching feedback

Developing effective coaching feedback skills is crucial for teachers in a coaching approach. Feedback should be specific, highlighting strengths and areas for improvement, and framed constructively. Teachers must be able to acknowledge the student's accomplishments, reinforce positive behaviours and efforts, and provide clear guidance on how to enhance their skills or learning approach. Two-way

dialogue by inviting students to share their perspectives and reflections fosters collaborative and reflective coaching relationships.

We distinguish between straightforward feedback and coaching feedback. Straight feedback is feedback where we directly convey what we are experiencing, it can be both positive and constructive feedback. We provide coaching feedback when we want to contribute to the student's own development and responsibility.

What is good feedback

- Good feedback comes often. If feedback comes from someone who rarely gives feedback, it can create suspicion. Sometimes we avoid giving feedback because we are afraid that it will be misunderstood or because we feel that we have a lack of time. The majority feel that they receive too little feedback.
- Good feedback is specific and tangible.
- Good feedback is directed towards something the person can change.
- Good feedback is short. Paying attention to one or two things is more effective than lining up several.
- Provide feedback as close to the event in a timely manner as possible.
- The purpose of your feedback is for you to wish the other person well.

There are many tools to develop this skill. Here are some of them:

- a reflective exercise where teachers analyse a past coaching session, identifying specific instances of effective feedback and areas for improvement
- role-playing scenarios, when teachers take turns being the coach and the student, providing feedback in real-time, and then debriefing the experience
- video recordings of coaching interactions, allowing teachers to assess their non-verbal cues, tone, and clarity in feedback delivery

Stimulate action and learning

In a coaching approach teachers can employ goal-setting sessions, where students articulate specific, measurable objectives aligned with their aspirations. Implementing reflective exercises that prompt students to analyse their progress, identify challenges, and strategize solutions is beneficial, promoting a deeper understanding of their learning journey. Teachers can foster a growth mindset by framing setbacks as opportunities for learning and resilience. Additionally, teachers can encourage students to seek out and utilise available resources, cultivating a sense of autonomy and ownership over their educational experiences.

Training the skill of stimulating action and learning as a teacher-coach involves a multifaceted approach. Teachers must start by thoroughly understanding coaching methodologies and theories that emphasise goal-setting, reflective practice, and fostering a growth mindset. Attendance workshops or professional development sessions addressing coaching strategies and techniques provide opportunities for hands-on practice. Engaging in simulated coaching scenarios through role-playing or case studies helps apply and refine the skill in a controlled environment. Through theoretical knowledge, practical application, and ongoing reflection, teachers can effectively cultivate the skill of stimulating action and learning in their coaching interactions with students.

Embodying a Coaching Mindset

Teachers aiming to embody a coaching mindset can engage in practices that cultivate active listening, empathy, and a growth-oriented perspective:

- reflective exercises, encouraging teachers to explore their values and beliefs, and teaching philosophy
- active listening exercises, where teachers focus on understanding students' perspectives without immediately offering solutions
- activities that encourage teachers to view setbacks as opportunities for learning and improvement
- regularly engaged in peer coaching or mentoring relationships, exchanging feedback and insights to enhance coaching skills.

The use of coaching in groups

Utilising coaching in groups fosters collaboration, shared learning, and a sense of community. Teacher must be able to:

- incorporate team-building exercises that encourage open communication and establish a supportive group dynamic
- facilitate group discussions where students can share their experiences, insights, and challenges, creating a platform for collective problem-solving and peer coaching
- implement goal-setting activities that align with both individual and group objectives, fostering a sense of shared purpose and accountability
- utilise case studies or scenarios relevant to the group's context, allowing students to explore solutions and apply coaching principles collaboratively
- encourage reciprocal feedback within the group, promoting a culture of constructive support and continuous improvement.

Ethical guidelines

Teachers must adhere to ethical guidelines to maintain the integrity and effectiveness of their coaching approach and coaching relationships with students. Upholding confidentiality is paramount, emphasising the privacy of coaching discussions and obtaining informed consent from students. Teachers-coaches should respect students' autonomy, avoiding imposing personal values and fostering an environment of informed decision-making. Non-discrimination principles must be strictly followed to ensure fairness and impartiality, promoting inclusivity. Maintaining professional boundaries is essential, and coaches should continuously strive to enhance their competence through training and professional development. Acting with honesty, transparency, and integrity, coaches provide constructive feedback while recognizing and celebrating students' achievements. Awareness of potential conflicts of interest, commitment to continuous professional development, and ethical handling of coaching relationship endings further contribute to a trustful and supportive coaching environment.

Literature and links about coaching

1. International Coaching Federation - Professional Coaching Association. International Coaching Federation. <http://www.coachingfederation.com>
2. Coaching in Education - a powerful strategy for change. Learning Cultures. <https://learningcultures.org/news/coaching-for-impact-in-education/>
3. Passmore, Jonathan & Sinclair, Tracy. (2020). Becoming a Coach: The Essential ICF Guide. 10.1007/978-3-030-53161-4.
4. Passmore, J., & Tracy, S. (2020). Becoming a Coach: The Essential ICF Guide. Springer International Publishing.
5. Nottingham, J. A., & Nottingham, J. (2017). Challenging Learning Through Feedback. Corwin.
6. Whitmore, J. (2009) Coaching for Performance: Growing Human Potential and Purpose—The Principles and Practice of Coaching and Leadership. 4th Edition, Nicholas Brealey Publishing, London.
7. van Nieuwerburgh, C. (Ed.). (2012). Coaching in education: Getting better results for students, educators, and parents. Karnac Books.
8. Dweck, C. S. (2008). Mindset. Ballantine Books.
9. Aguilar E. (2013). The art of coaching : effective strategies for school transformation (First). Jossey-Bass A Wiley Brand.
10. Bungay, M. S. (2016). The coaching habit : say less, ask more & change the way you lead forever. Toronto, ON : Box of Crayons Press.

References

1. Atkinson, A., Watling, C., & Brand, P. (2021). Feedback and coaching. *European Journal of Pediatrics*, 181(2), 441-446.
2. Grant, Anthony & Passmore, Jonathan & Cavanagh, Michael & Parker, Helen. (2010). The State of Play in Coaching Today: A Comprehensive Review of the Field. *International Review of Industrial and Organisational Psychology*.
3. Coaching for Schools. A guide for schools and teachers. https://www.teachertoolkit.co.uk/wp-content/uploads/woocommerce_uploads/2019/01/1.-Coaching-Manual-for-Schools-by-TeacherToolkit.pdf
4. Gradišek, P. (2023). The role of the identification and promotion of student teachers' character strengths in their professional development. *Perspectives on Teacher Education and Development*, 5-20.
5. Hastings, L. J. and Kane, C. (2018). Distinguishing mentoring, coaching, and advising for leadership development. *New Directions for Student Leadership*, 2018(158), 9-22.
6. Houchens, G., Stewart, T. A., & Jennings, S. (2017). Enhancing instructional leadership through collaborative coaching: a multi-case study. *International Journal of Mentoring and Coaching in Education*, 6(1), 34-49.
7. Wefald, A. J. (2022). Coaching, listening, and leadership. *Journal of Leadership Studies*, 15(4), 58-62.

8. Cunha, R. S., Tintoré, M., Cabral, I., & Alves, J. M. (2020). Portuguese principals' professional development needs and preferred learning methods. *Education Sciences*, 10(9), 219.
9. Marc van der Steeg, Roel van Elka, Dinand Webbink. (2015). Does intensive coaching reduce school dropout? Evidence from a randomized experiment. *Economics of Education Review*.
10. How teachers can use a coaching approach to empower students in the classroom — Global Digital Library — Thought Leadership Institute. Global Digital Library — Thought Leadership Institute. https://thoughtleadership.org/how-teachers-can-use-a-coaching-approach-to-empower-students-in-the-classroom/?gad_source=1&gclid=Cj0KCQiA6v_aqBhCbARIsACF9M6mJUlaNN74dV9N-jeYsy6RS6NpJYcnljcLVhUxocrvzhVzvBUNwEYaAqxQEALw_wcB

For more information and updates, visit the website: <https://educoachproject.eu/>
or check out the social media content under the hashtag #eduCOACHproject

If you want to know more about the COACH project or if you want to contribute or participate, contact the partner entity in your country: <https://educoachproject.eu/partners/>



**Co-funded by
the European Union**