

EFFECTIVE WAYS OF LEARNING COACHING

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Abstract

This article provides information on Effective Ways of Learning Coaching. There is information about the history of its origin, its formation. There is also information on what lessons to include in it.

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Not everyone is sure of the difference between effective teaching and coaching in education. Both are very important at all levels of the educational spectrum, from directors, principals, teachers, support staff and of course, the students themselves.

Coaching (coaching from English - "training") a method of learning in which a person called a "coach" helps the student achieve some life or professional goal. Unlike mentoring, coaching is focused on achieving well-defined goals instead of overall development.¹

The primary difference between effective teaching and coaching is that teaching involves the teacher having the major role, whereas coaching is about the learner gaining a subset of tools or skills that can be used to solve problems over and over again beyond the area that is being currently being coached. Coaching is based on a more personal relationship, data, observation, and communication, and improved learning outcomes. Coaching someone requires a personal investment in an individual, trust and a willingness to learn and grow. Effective teaching and learning should involve elements of both teaching, facilitating, and coaching.

To achieve collective efficacy with coaching in our learning organizations we all need to understand coaching and how to practice it. Once leaders, teachers, students and other members of the learning organization understand *why and how* to coach and implement effective teaching techniques, we will have a greater impact overall in learning.

There is a common misconception that coaches are needed for teachers or students who are struggling, when the truth is that *everyone needs coaching* in some way in order to progress. Needing coaching

¹Renton, Jane. Coaching and Mentoring: What They Are and How to Make the Most of Them (англ.). — New York: Bloomberg Press, 2009. — ISBN 9781576603307.

is not a weakness, but a recognition of the need to learn, grow and understand; How to improve? What are our strengths? What areas can we improve? What goals can we set? How will we know we have improved? How will we measure our learning? How can we collaborate? How can we share the learning?

A coach does not have to have the title of coach in order to perform the functions of a coach and practically coach someone. They do need to have a trusted, positive role in sharing information, actively listening and providing feedback.

An educational coach does not have to be a top pedagogical expert in order to be a great coach to a teacher or student. It is more important for a coach to be able to:

- Ask the right questions
- Actively listen
- Encourage self-reflection
- Promote personal resourcefulness
- Empathise
- Analyse

Coaching does not have to take place only in formal, scheduled sessions, it can take place at any time, and in fact, is most effective when it is part of everyday life rather than scheduled, formal sessions, although these do have an important place and will be necessary as well.

Coach - trainer in English-speaking countries. How the term came into Russian from English, and in English came from the name of a cargo vehicle, which was named after the place of its appearance (previously, through German mediation, which gave another word borrowed into Russian - the coachman). The first use of the word "coach" to refer to an instructor was recorded around 1830 at Oxford University - "coach" in jargon began to refer to a person who helps a student prepare for an exam. The word "coaching" has taken on the meaning of "taking people from where they are to where they want to be." In sports, the use of this word was first recorded in 1861.²

Erickson coaching is based on the following principles:

- Solution Oriented – The coach helps the client achieve their true goals, rather than allowing them to focus on past experiences and look for reasons for failure.
- Systems approach - the coach maintains the integrity of the client's personality and the focus on the fact that changes that occur in one area of life affect the larger picture of his life.
- Client-focused - the coach believes that the client has all the resources and skills to achieve their goals, respects their action plans and the results they want to achieve. Coaching is a zone free from advice.
- Focused on both values and actions - by following the change plan in specific steps that inspire the client, the client creates for himself a fundamental change in attitudes, behaviors and formed habits.
- Developing awareness - during transformational coaching, the client expands awareness of himself and his life, relationships, his goals and their achievement, which creates the basis for further development.

The most popular method used in coaching is the Q&A method. Sometimes this coaching technique is also called mentoring. Its essence lies in the belief that each person keeps within himself the potential sufficient to achieve an arbitrarily high result. Accordingly, when using this method of coaching,

²Online Etymology Dictionary. Проверено 4 июля 2015.

training consists in the fact that the mentor asks the student a series of clarifying or leading questions, giving him the opportunity to objectively assess the current situation and independently find ways out of it. In short, this coaching technique lies in the ability of the coach to ask the right questions that encourage the client to introspection.

METHODS: At the heart of all teaching programs at Erickson International University are the methods of systems thinking, technologies aimed at results, the latest research in the field of psycholinguistics and management. We use models based on creative vision that provide the keys to discovery,

With the very definition of training, for sure, many are familiar. Professional coaches of the Psyconsulting Center often use this method. Coaching training helps to ensure a productive exchange of knowledge and effective development of skills. Unlike regular training sessions, this coaching tool involves tet-a-tet communication, during which the specialist helps the client to believe in himself and tune in to the right way.

Perhaps because coaching has been so widely embraced, many different models of this form of PD now exist in a host of learning environments (i.e., day care, classroom, or home). Coaches may provide support with early learning, literacy, math, or behavior as they work in these different settings. Subsequently, coaches often may fulfill a wide range of responsibilities. For example, coaches may analyze data, maintain action plans or other records of progress, or directly work with teachers. For descriptions of models and key responsibilities, refer to the Appendix.

All clarify the vital process of moving thinking forward into action for improvement. During the coaching process it should only need about 10-15 minutes to take someone through to a specific course of action they have chosen. You also include a coaching contract in the process so that when this action is decided the coachee signs up to a specific plan. For example, a teacher who needs to develop his or her practice may have been given targeted Inset activity. No matter how inspiring it was, the teacher will need a follow-up coaching session to devise ways to embed best practice from the Inset, working through specific elements of their teaching that will make the sustained improvements required.

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