



PROBLEMS AND PERSPECTIVES OF CONTEMPORARY EDUCATION

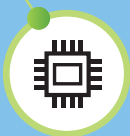


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HOW TO INTEGRATE COACHING INTO TEACHER TRAINING PROGRAMS¹

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INTRODUCTION

The accelerating tempo of societal changes requires continuous learning and development. Knowledge production has accelerated and cycles of transfer into practice are becoming shorter. In this knowledge production process teachers are an invaluable social resource. The quality of knowledge among future generations critically depends on teachers and their knowledge co-construction skills. This important role of teachers is also dependant on the teachers' readiness to reflect on their own knowledge production and innovation practices. It is through a cycle of reflection, experimentation and innovation in the domains of personal theories about teaching, teaching skills and practices that teachers develop as professionals (Pavlović, 2012; Pavlović, 2018; Gutvajn & Pavlović, 2018; Pope & Denicolo, 1995; Schon, 2002).

In this chapter we introduce an approach to teachers' professional development that combines traditional training with coaching as an intervention. In the first part of the chapter we elaborate on the differences between the terms professional development, training, and coaching. We also articulate some of the guiding principles for integrating coaching into teacher training programs. A model of integration of training and coaching is exemplified with an accredited professional development program in Serbia. Finally, we offer some concluding remarks regarding integrating coaching into teacher training programs.

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TEACHER TRAINING AND COACHING

Teacher professional development is a process that is aimed at developing the overall potential of teachers to enable quality teaching and job performance (Lajović et al., 2009). This process may include numerous activities such as initial teaching training, induction, continuous professional development, mentoring, supervision, communities of learning, conferences and many more (Stanković & Pavlović, 2010). The use of term *teacher training* usually refers to a planned and systematic process of promoting the acquisition of relevant knowledge, skills and attitudes through instruction, demonstration, practice and feedback (Losch et al, 2016). Training as a form of professional development follows a predetermined agenda and structure and is aimed at acquiring generalized and decontextualized knowledge, skills, and attitudes. While training continues to have its role and impact in the teacher's professional development process, there has been a growing concern about the transfer from training into practice, as well as about enabling sustainability of the training effects. The main critique of the training model in teacher professional development stresses the lack of sensitivity to individual teacher's needs and expectations, disconnection from the teachers "local" context and lack of teacher participation in shaping the content and agenda of training interventions (Fullan, 2001; Huberman & Guskey, 1995; Džinović, 2010).

Coaching as a form of teacher professional development refers to a partnering process which maximizes teachers' potential for effective job performance (Pavlović, 2018). The main idea underlying coaching is that teachers change their professional practice through a partnering approach of reflection and experimentation (Korthagen, 2001; Pavlović, 2010; 2012; 2015; Pavlović & Stojnov, 2011). As a developmental intervention, coaching is centered on teachers' needs and enables their co-creation of the agenda based on what they perceive as relevant for their professional practice. In the coaching model, teachers' inclusion, engagement and participation are the corner stones of effective professional learning and development. Partnering model of professional development is equally represented in different forms of coaching teachers: individual, group, and team coaching (Srećković-Stanković & Pavlović, 2017). Over the years there has been a growing body of literature pointing to the effectiveness of coaching as a form of teachers' professional development (Blazar & Kraft, 2015; Grant, Green, & Rynsaardt, 2010; Kraft, Blazar, & Hogan, 2018). The special focus of some of

these studies was about integrating coaching into the training models of teachers' professional development (Joyce & Showers, 1980; Short, 2013; Veenman, Van Tulder, & Voeten, 1994).

INTEGRATION OF COACHING INTO TEACHER TRAINING PROGRAMS: SOME PRINCIPLES

A successful integration of coaching interventions into teacher training programs should follow some of the basic principles of coaching: 1) partnering; 2) positive orientation; 3) facilitating reflection and experimentation. Each of the guiding principles is further elaborated together with the rationale of such approach in integration.

PARTNERING WITH TEACHERS

The partnering principle is one of the building blocks of coaching as a professional development intervention (Pavlović, 2021). Partnering refers to collaborative definition of the coaching goals and agenda setting, participation in the design of the coaching process, and having a shared frame of reference in the dialogue. Without the partnering principle, coaching would basically become equal to other types of professional development, such as instruction or supervision.

Introducing coaching into teacher training programs should also be based on the partnering principle. In practice this means treating teachers as partners in the dialogue about their professional development. Some of the coaching questions that may enable the integration of the partnering principle are provided in Box 1.

Box 1. Examples of partnering questions in teacher training programs.

What would you define as outcomes of this training session that would be most useful in I in your everyday work?

How would you know that this training session was a success for: a. You personally as a teacher; b. Your team of colleagues; c. Your students; d. Your students' families; e. Wider eco-system of relevant stakeholders?

From your perspective, what would be the best way to proceed with accomplishing the goal of this training session?

What else needs to be done before we close this session?

Integrating the partnering principles of coaching into teacher training programs would ensure some of the critiques of the general training models are taken into account. For example, the partnering principle ensures teacher individual approach, teacher participation, and relevance of the training programs. These simple questions reflected in the partnering principle demonstrate a shift in teacher educators' mindsets towards a collaborative approach in teacher training, sharing authority and treating teachers' voices as equally important as experts'.

FOCUSING ON TEACHERS STRENGTHS AND RESOURCES

Positive psychology approach has introduced a general focus on strengths and resources of individuals, teams, and organizations. The focus on strengths in teacher training programs refers to acknowledging the types of efforts teachers have already been making, their past success on the given topic, as well as existing resources they may have (Pavlović, 2021). Some of the questions that exemplify the teachers' focus on strengths and resources are provided in Box 2.

Box 2. Examples of strength-based questions in teacher training programs.

What is already working well on this topic in your teaching practice?

What have you done already on this topic that turned out to be a success?

What are you learning as a teacher from the examples of past successes?

What further resources could you deploy to be even more successful as a teacher?

Integrating the strength focus of coaching into teacher training programs enables overcoming the critique of the „deficit” model in teacher training (Huberman & Guskey, 1995; Stanković & Pavlović, 2010). This includes reconsidering the corrective focus of teacher training programs and, instead, appreciating existing efforts, practices and resources. The strength-focus further implies minimizing teacher resistance to change as it builds on their current competencies and achievements.

FACILITATING TEACHER REFLECTION AND EXPERIMENTATION

The main outcomes of any coaching process could be summarized as the facilitation of reflection and experimentation (Pavlović, 2021). In other words, any coaching process includes questions that have the potential to encourage new ways of thinking, feeling and acting. The coaching process could be simplified as collaborative research of formulating new hypotheses and testing them in everyday professional experiments (Pavlović & Stojnov, 2011).

Facilitating reflection and experimentation should also be a principle of integrating coaching into the teacher training programs. Some of the coaching questions that may enable the integration of the this principle are provided in Box 3.

Box 3. Examples of questions for facilitating reflection and experimentation in teacher training programs

What are your key learnings from this session so far?
 How do you feel about the current discussion in the session?
 What actions would you like to try out in this session?
 What actions would you like to try out before the next session?

Facilitating reflection and experimentation in teacher training programs requires turning to teachers' implicit theories about their own professional identities, current challenges in practice, and ways to overcome them with innovative mindsets and actions. One of the main concerns about standard training models refers to the transfer of learning into practice. By integrating reflection and experimentation as coaching components into the teacher training programs, we are enabling at least the beginning of this transfer during the program itself. Moreover, by including this

principle we are moving away from applying formal theories as in the standard training model, toward transforming implicit teacher theories in practice.

AN EXAMPLE OF INTEGRATING TEACHER TRAINING AND GROUP COACHING

CONTEXT OF THE TEACHER TRAINING PROGRAM DESIGN

The establishment of cooperation between schools and the scientific community is one of the key factors in the successful professional development of teachers (Callahan & Martin, 2007; Džinović, Gutvajn, & Đević, 2014; Gutvajn, Đević, & Džinović, 2015). This cooperation responds to demands for wider changes in the teaching profession, starting from initial education and training, to building the role of the teacher as a reflective practitioner. In Serbia, seminars for teachers are the only systematic form of cooperation between schools and the scientific community (Kovač-Cerović, 2006). In addition to seminars, there is also cooperation between teaching faculties and preschool and school institutions, involving the initial training of preschool and primary school teachers. The research results on cooperation between schools and the scientific community show that negative perceptions of cooperation in the form of seminars prevail among teachers and expert associates, because they mainly boil down to the formal fulfilment of the conditions for obtaining a teaching certificate and fail to satisfy teachers' real needs for practical training (Gutvajn, Đević, & Džinović, 2015). Current cooperation is characterised by dichotomy and the mismatch of needs, it is described as formal, sporadic, and uni-directional, and is based on personal initiatives. It has been established that teachers and experts do not see themselves as factors of change in professional development nor as leaders in collaboration with other partners in education. Teachers and expert associates experience representatives from the scientific community as theoreticians who are distanced from practical, real-life problems in schools. In spite of the stated findings, we believe that cooperation between schools and the scientific community could be a fertile resource, which would enable practitioners to design new approaches to working with pupils, parents, and other actors through the development of reflective practice skills. In that way, both individual and organisational capacities for the creation of new knowledge

would be strengthened in schools, representing one of the most significant effects of cooperation between schools and the scientific community.

EXAMPLE OF THE PROGRAM

Preventing Aggression and Violence in Early Childhood

Considering the aforementioned deficiencies in current cooperation between representatives of the scientific community and teachers, as well as an increase in the problem of aggressive behaviour among children and youth, a programme was designed for the professional development of preschool teachers under the title of *Preventing Aggression and Violence in Early Childhood*². The programme was approved for practice by the Institute for the Improvement of Education in the Republic of Serbia and it has been successfully implemented since 2010.

The results of a significant number of studies carried out within the framework of social learning theory point out that aggressive behaviour is learned behaviour and that the way in which aggression is learned does not differ from the way all other behaviours are learned – both antisocial and prosocial (Goldstein & Glick, 1987; Goldstein, Nensen, Daleflod, & Kalt, 2004). Aggression, cheating, mocking, and abusing, in exactly the same way as altruism, cooperation, sharing material goods, and empathy, are to a great extent learned either through observation or by indirect experience (for instance, watching how other people behave aggressively and are rewarded for such behaviour) or by direct experience (for instance, when they themselves were rewarded for acting aggressively). The aggression which a child learns from others and which he increasingly uses, is often consistently and directly rewarded, thus making it difficult to change such behaviour. Supporters of social learning theory believe that we can teach children appropriate social behaviour, and that children should be taught social skills in the same way as they are taught skills in other fields of development – direct instructions and explanations, presenting examples, practice and repeating with warnings, encouragement and rewards (positive confirmation).

Considering the aforementioned, the goal of the *Preventing Aggression and Violence in Early Childhood* programme is for the participants in the training to

² The organiser of the programme is the Institute for Educational Research in Belgrade, Serbia. The programme implementers are: Slobodanka Gašić Pavišić, PhD (author and implementer); Nikoleta Gutvajn, PhD, senior research associate (author and implementer); Marko Batur M.A., special pedagogue; Sunčica Todorović, graduated preschool teacher; Svetlana Janković, graduated preschool teacher.

master the relevant knowledge and skills which will help them to perceive the problem of aggressive behaviour in a different way and teach children behaviours they are unfamiliar with, i.e. to teach them desirable alternative behaviours. The specific goals of the programme are for preschool teachers: to develop a sense of the significance, need, and possibilities of the early prevention of aggression and peer violence; to obtain scientifically based and contemporary information about children's social development and the factors which influence the manifestation of aggression and peer violence; to gain knowledge about contemporary approaches to the prevention of violence in early childhood; to master skills in the practical implementation of proved methods for suppressing aggression and preventing peer violence in preschool institutions; to develop attitudes about the significance of early and continued encouragement of the development of prosocial behaviour among children and to gain the professional skills for supporting that development. Box 4 presents the training programme.

Box 4. Training programme outline.

Lectures and group work

First topic – *Understanding children's aggression*

Second topic – *Ways of preventing children's aggression and violence in preschool institutions*

Third topic – *Family influence on children's social behaviour*

Fourth topic – *Cooperation between teachers and parents in preventing aggressive behaviour*

Fifth topic – *Programme for teaching social skills so as to prevent aggression among children*

Workshop – Training in social skills

First group of social skills: *Alternatives to aggression – skills which enable children to choose prosocial solutions*

Second group of social skills: *Overcoming anger – skills linked to the stressful situations to which children are often exposed*

Discussion and evaluation of the programme

The programme lasts for two days (16 hours). Within the framework of the programme, the participants have the chance, during the first day, to get informed about the characteristics and ways of exhibiting aggressive behaviour among pre-school children, the ways to control and prevent violent behaviour, the influence of the family on children's social behaviour, as well as models for improving cooperation between parents and pre-school teachers in the prevention of children's aggressive behaviour.

During the second day, the participants are introduced to the programme for teaching social skills at preschool age, based on the principles of the programme *Skillstreaming in Early Childhood* which was designed by McGinnis & Goldstein (1990). The programme for learning social skills at preschool age is directed at learning correct behaviour through role-play and practice activities. The participants in this training, together with the instructors and mediators, go through the steps which a child needs to master in order to adopt the social skills which will help him/her to overcome anger and provide alternatives to violent behaviour. Through the workshop and role-play, the preschool teachers create situations in which those steps can be implemented in their daily group work. Box 5 presents the steps in the social skills training. The programme leaders are preschool teachers who have previously completed their training, i.e. have been trained to be mentors for their colleagues, which is why this programme belongs to the group of mentoring programmes. The programme could go on for several days or weeks, or throughout the whole year. One activity lasts for 20 to 25 minutes and could be split into two parts – for instance, 15 minutes in the morning and 10 minutes in the afternoon.

Box 5. Steps in social skills training (McGinnis & Goldstein, 1990).

1. *Defining the skills* - the goal is to help children understand the skills they are going to practice (*what does ...picking on... mean?*). Through discussion, general features and specific examples are given. Long explanations are not needed, several minutes is sufficient. After the discussion, the cards for the given skill are distributed, and the teacher writes the steps on the board.
2. *Presentation of the skill model through role-play (learning through imitation, observation)* – using at least two examples for each skill; choosing situations from real life; the model is supposed to present somebody who is similar to the children who are learning the skill; the model should present the positive outcomes of the implementation of the skill. For good implementation of the skill the model should be praised (rewarded). The model should follow all of the described steps in the skill in the exact order. Modelling should include only one skill per practice activity, without adding content. The presentation of the skill needs to be clear and irrelevant details should be avoided.
3. *Establishing which skill the child needs* – once the preschool teachers have role played the selected skill, they should ask each child when, where, and with whom it would be useful to implement that skill ('scenario')
4. *Distribution of roles* (selection of participants) – everybody in the group who is learning the skill should participate over time; the first one can be a volunteer. If a child does not want to participate in the role-play, they should be encourage to do so.
5. *Establishing the scenario and stages for the role play.*
6. *Performing the role-play.*
7. *Discussion about the elements of the performance (feedback).*
8. *Assigning homework for the given skill.*
9. *The next distribution of roles* – the activity is repeated with a new child as the main 'actor', until they have all mastered the given skill.

HOW DOES THIS PROGRAMME FOR THE PROFESSIONAL DEVELOPMENT OF PRESCHOOL TEACHERS DIFFER FROM SIMILAR PROGRAMMES?

The *Preventing Aggression and Violence in Early Childhood* programme is based on the assumption that complex social behaviour and skills may be developed in relatively short intervals (“growth mindset”) (Dweck, 2007). This programme belongs to the group of professional development programmes which incorporate elements of coaching. The program is developed through three phases: 1) *reflection* – through discussion the preschool teachers link specific situations from practice with theoretical concepts. Through dialogue the preschool teachers are able to shape the training content; 2) *experimenting* with situations the preschool teachers themselves propose with new professional roles and behaviour – that happens through simulation and the tasks/projects which they are given to accomplish after the training; 3) *monitoring* the experimentations (monitoring the programme) with feedback. Finally, this programme is specific in terms of the principles of carrying out the training process:

- It is based on the principle of *partnering*, the training participants partially shape the content of the training by using examples from their own practice as material for practicing. Through the workshops and role-play the preschool teachers create their own situations;
- It is based on the principle of *recognized research* and *positive psychology*, starting from the preschool *teachers’ internal powers* and *resources*, building on their further specialisation (the opposite of the deficit model);
- Coaching as a principle of the process does not provide ready solutions, but the preschool teachers are encouraged to develop independent problem-solving skills whereby this programme belongs to the thematic coaching group.

The results of the evaluation of this programme show that the programme is adequately conceived, because it leads the participants in a systematic way from a theoretical thesis towards the practical implementation of knowledge and skills. The programme implementers established quality cooperation with the participants which continued after the training. The participants in the training are encouraged to report to the implementers about their experiences during

the implementation of the acquired knowledge and skills in their daily work with children and their feedback is highly valued.

CONCLUSION

Although the potential of integrating training and coaching in teacher professional development programs has been long recognized (Joyce & Showers, 1980), it is still not adequately explored in practice and research. The aim of this chapter was to further develop this idea of combining traditional training with coaching as an intervention. We have outlined some of the principles of this integration and their implication for practice of teacher educators. At the same time we have offered an illustration of this integrating approach in teacher professional development. Further studies in this area should be focused on both theoretical articulation of innovative forms of teacher professional development and their effectiveness in practice. We conclude this chapter by stating that only with innovations in the way we develop teachers can we expect teachers to be innovative in their daily work and to serve as role models for the future generations.

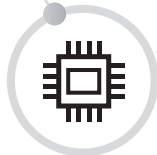
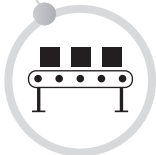
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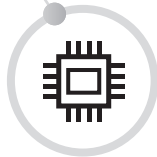
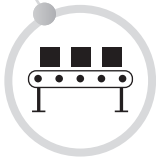
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FROM REVIEWS

Main aim of the monograph titled *Problems and perspectives of contemporary education*, is to thorough explore, critically analyze and elaborate complex, dynamic, multilayers and reciprocal relationship between significant changes in educational social environment and readiness, of educational system to anticipate, recognize, understand and adequately respond to those challenges. All contributing authors enthusiastically embraced the notion that education presents an important and proactive agent of social changes and consequently accepted all challenges as an opportunity for improvement and development of both society and educational system.

Professor Emeritus Djuradj Stakic
Pennsylvania State University, USA

The monograph is dedicated to looking into extremely significant and current concerns within educational policy and educational practice. The selected topic is viewed from the perspectives of contemporary theoretical approaches, but it is also empirically researched. A very large and relevant literature was used both for explaining the selected research subject and discussing the obtained results. A diverse, contemporary methodology was applied in researches, and the authors of works, starting from the existing results, analysed issues at a deeper level and illuminated some aspects that had not been studied thus far.

Professor Marina Mikhailovna Mishina
Russian State University for the Humanities, Russia

The main topics covered by the monograph can be classified as traditional to some extent — related to approaches to learning, language culture etc., and modern — connected with the andragogical view, coaching in teacher training, also the problem of distance learning during the covid pandemic, and models for preventing problem behaviors...The main leitmotif that permeates the content of all presented articles is the topic of the development of key skills, attitudes, experience, creativity — by both subjects in the educational process, and it gives semantic integrity to the monograph.... In view of the new social realities, a reasonable emphasis is placed on the continuing education and development of the teachers themselves, dictated by the accelerated pace of social change.

Professor Teodora Stoytcheva Stoeva
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