

CLW 2017

Lilianna Kupaj

„Coaching educational lessons”

in upper secondary schools in Tarnów

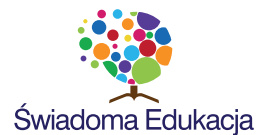
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CLW 2016/2017

Research Statement „Coaching educational lessons”

in upper secondary schools in Tarnów





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INTRODUCTION

Coaching in Poland is becoming a very popular method for the development of professional and personal competences. Many studies have proven that coaching is a more effective method than traditional forms of training (Metrix Global ROI, Wilson 2004, Executive Coaching as a Transfer of Training Tool: Effects on Productivity in a Public Agency. aut. Olivero, Gerald; Bane, K. Denise; Kopelman, Richard E. 1997, Bolch 2001, CIPD, 2005).

Coaching, due to effectiveness, has been implemented as an effective method of competence development also in education. Nowadays, the role of modern teachers goes far beyond the framework of traditional teaching. Currently, the biggest challenge for teachers is how to motivate students to learn, and effectively support them in the process of developing their own potential. The progress and development of modern technologies means that the student has access to a huge amount of information and the latest knowledge in a short time. It is highly probable that the student sees reality completely differently than his experienced teacher.

Often the reality in these two perspectives differs significantly from each other, also due to generational differences. This causes the risk of a deep misunderstanding on both sides. Therefore, educators need new skills to effectively deal with the challenges posed by a modern student and modern school. The idea of educational coaching can be a great solution to teachers' problems.

According the report of Centre for the Use of Research and Evidence in Education (CUREE, 2005) preparing for the role of a mentor or a coach is one of the most effective ways to enable teachers to become excellent practitioners.

Nieuwerburgh (2012) states that educational organizations interested in the coaching approach will have to consider implementing a number of skills in their schools: active listening, asking powerful questions, developing emotional intelligence, giving and receiving feedback and challenging.

Coaching applied to teachers is able to increase the student's involvement (Brown, Reumann- Moore, Hugh, Christman & Riffer 2008). Coaching can also play an important role in supporting teachers in their reflection on their own professional development and in developing professional relations between teachers (Brown, Reumann-Moore, Hugh, Christman & Riffer 2008).

There are also studies related to the implementation of coaching for students. Madden, Green, and Grant (2011) found that the use of coaching solutions supports primary school students in finding and identifying their own strength and resources.

Studies in the United Kingdom have shown that classes for high school students with coaching competences have a positive effect on the attitude to learning (Passmore and Brown 2009, Withmore J. 2002).

The author of this statement implements educational coaching for Polish schools. For over 6 years, she has been preparing teachers to use competences and coaching tools in their daily work. She conducted synthetic coaching trainings for over 3,000 teachers, moreover, she prepared over 200 teachers to be educational coach and to use coaching competences in their work. She has conducted fifteen (120 hours) courses in this field. The training groups consisted of 8 to 18 participants. The EDU COACH coaching course has gained international accreditation of the German association: International Association of Coaching Institutes.

The next step was to assess the process of learning the coaching competences in the reality of Polish schools. In the 2016/2017 school year, the author carried out the original project „Coaching educational lessons“.

PROJECT ASSUMPTIONS

This innovative project was designed to prepare students to enter adulthood, to the labor market, and to make mature decisions.

The project assumes that students will develop:

- interpersonal communication skills,
- ability to build relationships,
- emotional competence,
- self-esteem,
- proactivity and a sense of influence on various areas of life.

Benefits for students:

- Each student will obtain an international certificate.
- Each student will get competences helping to learn, decide on the choice of school, pass the final exams.
- Each student will discover his abilities and talents.
- Each student will achieve goals related to motivation for further learning.
- Each student will develop competences that facilitate making important decisions and get to the labor market and get a good job in the future.

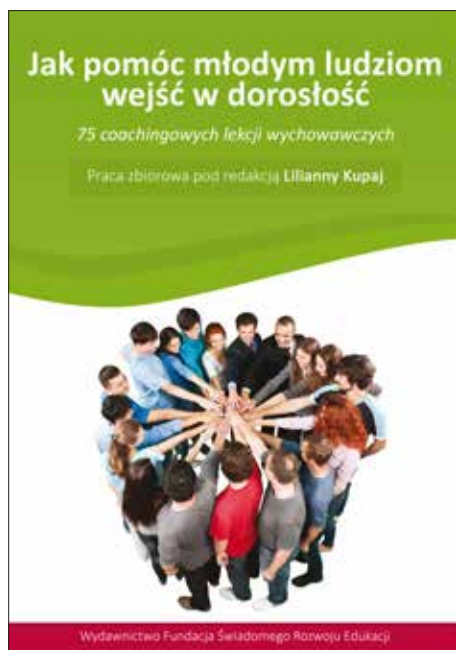
Benefits for teachers:

- they will acquire specialist coaching knowledge.
- they will obtain an international certificate.
- they will have the opportunity to improve their interpersonal skills.
- they will learn how the group process works in the classroom.
- they will gain coaching skills to help in the dynamic conduct of lessons.

Benefits for the School:

- Thanks to implementation of modern methods in work with the student, the institution will gain the image of an innovative organization and become competitive on the education market
- Introduction of coaching methods and tools will influence the effectiveness of the school's activities in the didactic and educational sphere
- Implementation of a modern way to conduct educational lessons and a coaching culture will strengthen the image of the school as a learning organization, building a culture of cooperation and mutual learning.

Topics implemented during educational hours from the textbook "How to help young people enter the adulthood. 75 coaching educational lessons". Collective work edited by Lilianna Kupaj:



Lesson 1 You have influence on your life.

Lesson 2 i 3 I dream and I act.

Lesson 4 i 5 To dream.... yes please! Without any limits!

Lesson 6 i 7 The aim is the success.

Lesson 8 What do you feel? A few words about emotions.

Lesson 9 Where do your emotions live?

Lesson 10 Am I able to be assertive?

Lesson 11 Comparing assertiveness, aggression and compliance.

Lesson 12 Assertive announcement ME.

Lesson 13 and 14 The meaning of values in life.

Lesson 15 and 16 How to live in balance? The wheel of life.

Lesson 17 and 18 My self-esteem.

Lesson 19 It's good to know your value.

Lesson 20 My value.

Lesson 21 and 22 My advertisement (one-minute presentation).

Lesson 23 The lie detector.

Lesson 24 and 25 My resources – my support in making dreams come true.

The selection of schools was primarily associated with the decision to take part in a pilot project. Director and class educators were to show this intention. Subsequently, the classes submitted had a meeting with the author of the project, their goals and implementation plan were presented to them (see, figure 1: stages of project implementation).

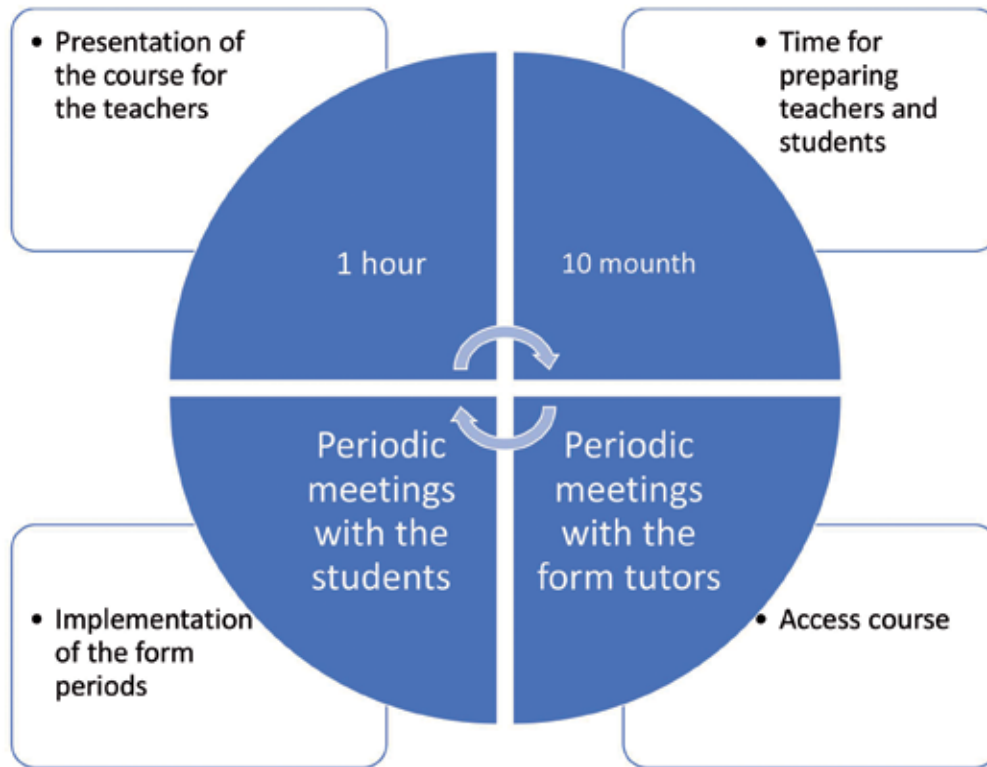


Figure 1: The stages of project implementation

THE PROCESS OF THE PROJECT

1. Research questionnaire,
2. intervention consisting in conducting 25 hours of educational classes according to the prepared scenarios,
3. 60 hour coaching course for teachers,
4. interviews with teachers and students,
5. re-conducting the research questionnaire at the end of the project.

Surveys were conducted in two rounds on: 19/10/2016 and 15/06/2017. The study population consisted of 161 students (girls) and 54 students (boys) from Tarnów secondary schools. Young people from classes with a humanistic profile as well as mathematical and science profiles (physics, chemistry, biology) participated

in the research. The age of the respondents fluctuated between 16–17. The vast majority of students came from rural areas, only a few students indicated that their place of residence was a city of over 100,000 residents.

As the basic tool for collecting statistical data, was used an interview questionnaire (an example in the annex) consisting of eleven questions with a disjunctive confinement and an intercourse cafeteria, and a list of answers. Questions 12 to 14 were designed in the form of statements and their assessment was based on a six-point scale to get to know the self-esteem of the respondents.

MAJOR RESULTS

The questionnaire concerned:

1. relationship with peers and adults
2. communication with parents and teachers
3. influence on what I learn, on relations with peers, with parents, teachers, on my health
4. people and their values.

The results of the conducted research indicate that the respondents have a high level of self-awareness. After conducting coaching lessons, it can be stated that pupils (over 90%) have very good contact with their peers, they can create good relations with them (increase by 4 percentage points) and cooperate in a group (increase by 5 pp).

The surveyed students are also able to communicate with adults, better with parents than with teachers. They have the skills to build healthy relationships with adults who are significant in their lives (increase by 5 pp).

The surveyed students (around 90%) stated that they influence their lives. Participation in coaching lessons meant that the level of this awareness increased in terms of influence on relationships with peers (by 5 pp) and parents (by 15 pp). Students think that they also have influence on what they learn (increase by 8 points) and on their health (increase by 47 percentage points).

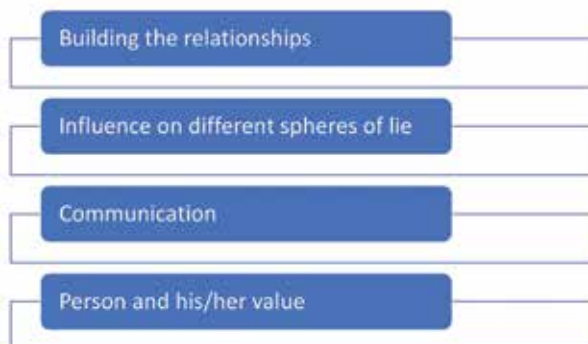


Figure 2: Competences developed during the form periods

The results of research on the answer to the statement: I am a valuable person - show an increase in positive answers (often, very often and always) after educational classes by 8 pp. Number of positive answers regarding the formulation of: my value, as a human being can not be compared with anyone else - increased by 7 pp

It can be concluded that the subject matter of the classes carried out, teaching in a coaching culture defined by specific competences has contributed to the increase of communication skills, building relationships and changing the perception of the world and other people by students.

Full report on the research is on the link: [in Polish and English version.](#)

CONCLUSIONS

Students, teachers and researchers conclusions:

An important voice in this project were free conversations with teachers and students who participated in educational lessons. Below, the most important opinions of the participants are summarized (divided into students, teachers and trainer / researcher):

Students:

It was practical; I was engaged, despite the previous resistance and skepticism; it should take longer; will the course be organized in the second grade; too much theory; it should be a different subject; it should be at the end of the day; I learned a lot about myself; I learned a lot about my value, motivation; we can understand ourselves, increase our self-confidence by performing in front of the class (60 second self-presentation exercise); starting own companies - it is achievable for us; increased concentration; it helped to define our personality – enlighten our way.

Teachers:

Less contact with the class, if the classes were conducted by an external trainer; an educational time is needed; classes should be conducted according to the program ("How to help young people to enter adulthood, 75 coaching educational classes"); 1–2 times a month such an educational lesson is needed; movement, action, leaving and entering the classroom during lessons, working in groups, more often leaving the classroom, leaving the seats, the experience of leaving the school for ice cream, to the park, keeping attention, changing the position of desks – necessary.

Researcher reflections:

- It is advisable to continue the classes developing the student's social competences, because according to the forecasts in the perspective of two consecutive years of secondary education, it will result in increasing these competences.
- Of course, the most important thing for a student is the teacher who meets him at school every day, so teachers should also develop their competences and pass them on to students in a natural way.
- Teacher should take care of developing the student's social competences on every subject he or she carries out.
- Teachers should identify the students' needs (in cooperation with the management and parents) and adapt the curriculum to them.
- Youth, perceived by a part of society as a techno generation, is open to cooperation and creative action.
- The environment of the class in which students learn, should be adapted to the training of skills or the workshop method of conducting classes through a specific way of laying the benches. In 6 schools where pilot educational hours were held, the benches were laid in a traditional way - one behind the other. Certainly, this is not conducive to learning through cooperation or in project groups. It was up to the trainers to arrange the benches according to the subject matter of the classes. Constant change in the position of the benches in the school will require the involvement of the director and all teachers. It's a simple thing, but it

- requires exceeding multigenerational habits. The influence of the arrangement of space on the human psyche (psychogeography), which is also the way of acquiring knowledge, is proved.
- Conducting classes in classes of more than 30 people, and reaching even up to 40, was not conducive to conducting lessons in a workshop manner. It was simply difficult for trainers conducting classes.
 - The 45 minute lessons are too short to train the competences properly and to start the group process between the students.
 - The students were faced with a fait accompli connected with conducting coaching education classes. It was not possible to meet the condition of the coaching process.
-

INSTEAD OF COMPLETION

The researcher is curious about what happens at the meeting between teacher and student in the era of powerful technological development, which teachers often do not keep up with due to the difference of generations. Two different worlds.

Will the development of social competences of both parties help them communicate better and understand, and thus better prepare young people to enter the adult world?

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Annex

Research questionnaire for students

1. Do you get on well with peers?

Yes No I don't know

2. Do you know how to communicate with your classmates?

Yes No I don't know

3. Do you know how to communicate with your form tutor?

Yes No I don't know

4. Do you know how to communicate with your parents?

Yes No I don't know

5. Do you create good relationships with peers?

Yes No I don't know

6. Are you able to create a good relationship with adults (parents, teachers)?

Yes No I don't know

7. Are you able to cooperate in a group of peers?

Yes No I don't know

8. Do you think that you have influence on your life?

Yes No I don't know

13.

STATEMENT	Mark					
	1 NEVER	2 HARDLY EVER	3 SELDOM	4 OFTEN	5 VERY OFTEN	6 ALWAYS
I think about myself in a positive way						
I try to have an optimistic attitude to life						
I can assertively refuse to others						
I don't look for others to blame for my current state						
In case of any conflict, I don't avoid it but I try to solve it						
I am satisfied with my appearance						
I like being who I am and I don't dream to be someone else						

14.

Questions:	Mark					
	1 NEVER	2 HARDLY EVER	3 SELDOM	4 OFTEN	5 VERY OFTEN	6 ALWAYS
I can think in concentration about my feelings in a present moment						
I can read signals from my body: tension, pain, and think of the cause of it.						
I think that emotions are the way of expressing that something important is happening to us						
I am aware of how my body expresses anger, frustration, dissatisfaction, grief, and other emotions						
When I complete some actions, I can analyse them according to emotions I felt then						
I consider myself as an emotionally aware person						

PUBLIC REGISTER:

- Sex: female male
- Age
- Educational profile
- Place of residence:
 - village
 - town up to 10,000 people
 - town between 10,000 to 50,000 people
 - city between 50,000 to 100,000 people
 - city between 100,000 to 500,000 people
 - city over 500,000 people