

# COACHING MODELS AND TECHNIQUES IN EDUCATION

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**Abstract:** The Strategic Framework for the Development of Education, Training and Learning in the Republic of Bulgaria (2021-2030) sets new requirements for pedagogical specialists. The realization of person-centered learning depends on the competence of education specialists. One of them is changing the role of the teacher from a source of information to a partner and mentor. The main goal of teaching is to make learning more attractive and practically oriented and to build attitudes for lifelong learning by applying new methods and approaches. In this regard, one of the possibilities to achieve this goal is applying coaching attitudes, models and techniques in the learning process. Some of the main coaching models applied in education are John Whitmore's "GROW" model and Marilyn Atkinson's model. The main coaching techniques used in education are: the coaching wheel, the time line, the scaling technique and the results framework.

Coaching models can be applied in individual sessions with a student as well as in the classroom.

A teacher in a coaching position believes that everything is okay with each child, they have the resources to cope, they are making the best choices they are capable of at the time, change is inevitable.

Coaching in education is an opportunity to improve the learning process. It is also an opportunity to prepare teachers for the challenges of the future.

**Keywords:** *teacher's coaching attitudes, coaching models, coaching techniques.*

**Field:** Humanities

## 1. INTRODUCTION

The Strategic Framework for the Development of Education, Training and Learning in the Republic of Bulgaria (2021-2030) sets out the requirements for education professionals to meet the needs of students.

-To change the way knowledge and skills are taught and learned in the formation of values and attitudes;

-To make the transition from teaching, memorizing and reproducing information to the use of interactive methods, active interaction between the participants in the educational process, personalization of the learning content and orientation towards results;

- To be creative, innovative and inspiring;

- Motivate young people to seek new knowledge and form research and creative interests;

- To provoke in the students a desire for perseverance and professionalism, development and mutual assistance;

- To discover the talents and gifts of every child;

- To change the environment, subject areas and teaching methods at a pace that matches or outpaces the dynamics of the changing world; (Strategic Framework for the Development of Education, Training and Learning in the Republic of Bulgaria, 2021)

One of the possibilities to achieve these requirements is the application of coaching models and techniques in education.

## 2. PRESENTATION

The goal of coaching in education is to inspire and trigger the student's potential to be active in the realization of the desired goals, in the development of his personal potential to find solutions to the tasks and achieve success. Coaching is a frank, friendly, equal dialogue aimed at achieving awareness and results. A teacher in a coaching position has the following mindset:

- All is well with all children. According to this principle, all children are good as they are. The ability to acknowledge the fact that all is well with everyone allows one to transcend one's own judgments and stereotypes. It allows one to see in students their unlimited potential and possibilities.

- Students have all the resources to achieve what they want. According to this principle, the child wants what he can achieve. Each student has the potential to achieve his or her goals. What holds them back is that not everyone is able and willing to look within.

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- Students always make the best choice possible for them at the time. According to this principle, each student makes the best choice he or she is capable of based on his or her abilities. The only way to truly support students is by treating them as the whole persons that they are.

- We can find positive intent in every behavior. Students' actions and behaviors are unconsciously planned to fulfill positive intentions. Believing in positive intention leads to a new level of understanding.

- Change is inevitable. According to this principle, transformation is inevitable in response to all current internal and external changes (Zotov, 2020).

The following coaching models and techniques are applied in education:

### **“Scaling” technique**

It is primarily used to assess change. On a scale of 1 to 10, the current status is noted, then at the end of the lesson, term, project, exam preparation, the status achieved is noted. The technique can be used to measure motivation, satisfaction, outcome effectiveness, commitment, to measure one's own state of anxiety, insecurity, etc. As for each item, criteria can be developed on the scale (Atkinson & Choice, 2013).

Examples of the application of the technique are presented below:

- On a scale of 1 to 10, how motivated are you to solve the case, with 1 being “not motivated” and 10 being “very motivated”?

- On a scale of 1 to 10, how satisfied are you with the lesson?

- How enthusiastic are you from 1 to 10 to solve the problem?

- On a scale of 1 to 10, rate how important the quality/skill/knowledge is, with 10 being “very important” and 1 being “not important”.

- Rate your expectations on a scale of 1 to 10, with 1 being “I didn't get what I wanted” and 10 being “I got what I wanted”.

- On a scale of 1 to 10, how prepared are you for today's lesson?

- What else do you need to do to get one step up the scale? And, to get to 10?

- What do you expect from the lesson so that you can rate your satisfaction with it out of 10?

### **The coaching wheel**

The “coaching wheel” is a classic coaching technique that is a circle divided into eight sectors, appropriately named, and containing a rating scale from 1 to 10 for each sector. In training, the Coaching Wheel is used to assess knowledge on a particular topic, subjects, goal setting, opportunity assessment, skill assessment, talent assessment, and more. It is an opportunity to get the attention of students to do self-assessment. The sectors of the wheel can be colored differently. A scale of 1 to 10 is used to grade each sector, with 1 being the lowest grade and 10 being the highest grade (Antonova, 2020).

Each sector is then analyzed for what it means to the student and what the desired state is. After analyzing the domains, the teacher invites the students to decide what can be done so as to achieve what is desired. Ways to implement other sectors of the wheel are also discussed. As a result, an action plan is drawn up which the student begins to implement. The school age at which the technique can be applied is unrestricted. Below are examples of the application of the technique. In the sections of the wheel, write down the subjects you are studying. Do a self-assessment or (how satisfied are you with your knowledge, skills in...) on a scale of 1 to 10 with 1 being “not doing well” and 10 being “doing well”.

### **The “Results Framework” technique**

The Results Framework is a technique for keeping students focused on their own key priorities, to discover and follow their true purpose.

The results framework asks a sequence of questions according to the passage between the phases in the framework.

In the inspiration (goal setting) stage, questions are asked:

What would you like? Why is this important to you?

In the implementation phase (developing an action plan) questions are asked:

How can you achieve this?

What particular actions can you take now?

In the stage of integration, increasing value, questions are asked, such as:

How can you achieve this?

What particular actions can you take now?

In the stage of completion questions are asked, such as:

How can you know you have achieved your goal?

If you already had it, what would be different?

### **Timeline or “Reverse planning” technique**

The essence of this technique is that planning starts from the end goal to the beginning.

In learning, the technique means defining the goal through the outcome framework; defining the time frame for realizing the goal; moving into the future when the goal is realized and the positive consequences of doing so are visible; describing the desired future (images, sounds); followed by looking back at the path traveled. Students should then make a to-do list in reverse order of what needs to be done to complete the task in a timely manner. This could be a project, homework, exam preparation, and more.

The following questions are used:

- "What are the most important milestones you notice?", "When did this happen?", "How long does each task take?", "How are the tasks related to each other?";
- "If you could give advice from the future of yourself to the present - what would you say?"
- "What were the first, easiest steps needed to achieve a result?"(Pashko, 2020)

### 3. COACHING MODELS

Some of the most used coaching models in education are John Whitmore's GROW model and Marilyn Atkinson's model.

The GROW model is a framework for conducting a coaching session. It was developed by John Whitmore and his colleagues at Performance Consultants International. The name comes from the English "GROW" - "growth" or "growth model". The model consists of a series of questions that are grouped into four strands as one progresses through each one in turn: G = goal, R = reality, O = opportunity and W = will. The model begins with the identification of the short- and long-term goal, as well-set goals are a motivator to achieve them. The coach asks questions that stimulate thinking and provoke the client's potential. The reality stage in GROW allows people to explore the current situation. In the options stage, possibilities are generated in order to achieve the goal. After reviewing the options, the client's will is used to create an action plan. In the will stage, answers are sought to questions of what will be done, when, and by whom (Whitmore, 2012; Fontejn, 2024).

#### **Questions about the target:**

- What do you want to achieve?
- What is the main goal?
- What is your goal in this discussion?

#### **Reality Stage Questions:**

- What is happening now?
- How do you assess your potential now?
- On a scale of 1 to 10, if 10 is ideal, where are you now?
- At what stage would you like to be?
- What are you doing that is preventing you from achieving your goal?
- Who else is affected?
- What do you need to achieve the desired result?

#### **Questions about the possibilities:**

- What can you do?
- What ideas do you have?
- What alternatives do you have?
- What else?
- If there is something else, what would it be?

#### **Questions about the will:**

- What will you do?
- How will you do it?
- When will you do it?
- Who will you talk to?
- To what extent will it serve your purpose?
- How will you measure success?
- What is the first step?
- When exactly will you start? (Whitmore, 2017)

This technology forms the ability to set tasks commensurate with one's own potential and capabilities.

Another model applied in education in Russia is the Marilyn Atkinson model. The model includes the following stages: establishing a relationship; contact (making a contract); planning questions; using experience; planning activities; conclusion, recognition of achievements (Atkinson, 2012).

In implementing this model, the first thing the teacher does is to create a relationship of trust, safety and support. At the contact stage, a dialogue takes place between the teacher and the students. The dialogue clarifies the reasons why one or another topic is being studied, what its role is for the field of knowledge and profession that the students are mastering in general, and the relationship to the student's personal context. This is also the motivation for applying the knowledge students have acquired, exploring the topic in depth. The next stage is creating experiences, with techniques such as the coaching wheel, scaling, etc. At this stage, students work in teams or individually to put into practice the topic studied. In order for the whole process, both in the classroom and afterwards, to be perceived as useful and important, the teacher ends the session with questions about what the learners have gained and what they want to thank each other for (Fabra & Mircalo, 2020).

Models in coaching are used depending on the needs of the students and the preference of the teacher in the coaching position. Coaching models can be applied in individual sessions with a student as well as in the classroom.

#### 4. CONCLUSION

Coaching in education is an opportunity to improve the learning process.

It is also an opportunity to prepare students for the challenges of the future.

The coaching models and techniques discussed are an opportunity to develop skills for goal setting, planning, self-assessment, measuring motivation, reducing anxiety, etc.

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