



Coaching as a method of supporting development of children and youth

Workshops programme

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Technical School of Limassol (CYPRUS).

Midberg Leisure Center in Reykjavik (ICELAND).

I.C. "F.S. NITTI" in Rome (ITALY).

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„Everything goes by except change.”

Heraclitus

If you don't prepare for changes – you are not open and flexible, if you do not pay enough attention to them – you reduce the probability that you will change – even if you make an effort.

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Introduction.

Dear Madams and Sirs,

We present you an innovative training program for teachers *Coaching as a method of promoting the development of children and youth* which has been worked out within the framework of a project implemented in the program Erasmus + by Non-public Youth Educational Centre in Węgrzynów - project leader and partners from educational organisations in Cyprus, Iceland and Italy. Polish partner of the project is the Board of Education in Kielce.

The structure of the programme and its content allow to use both the entire programme, as well as each module separately for training staff in your institutions, which undoubtedly is its additional advantage. The programme includes detailed scenarios and tools to be used during the training. It contains concise information how you can implement elements, coaching techniques in educational practice. The program builds on international experience in the field of theoretical and practical knowledge about coaching, including examples of good practice in partner organisations, which may be an interesting inspiration.

It is suitable for kindergartens, schools, psychological and pedagogical centers, special centers for teachers, continuing education establishments, universities and other institutions interested in the development of their employees who work with children and youth. This is an excellent opportunity for personal development and the implementation of the methods and techniques used in the programme in everyday work. The detailed programme, a variety of proposed exercises, very specific instruction will allow easy implementation for anyone who wants to use it. We strongly recommend it.

Openness to change, unceasing curiosity, a constant search are some of the features of an innovative teacher, a coach, supporting young people in their development. By offering you this publication, we believe that everyone will find something for themselves, and in consequence for their students.

Best regards,

The authors of the program

1. Basic information about the organizations taking part in the project and in the training program.

1. The organizations taking part in the project:

1.1. The Non-Public Youth Educational Centre in Węgrzynów (POLAND).

The Non-Public Youth Educational Centre in Węgrzynów is day-and-night educational centre for resocialisation and rehabilitation, designed for 48 girls aged 13 to 18 who are socially maladjusted. Due to the nature and profile of the institution also students with mild intellectual disability can stay there. It lies in the Świętokrzyskie province, in the picturesque Świętokrzyskie Mountains and it is one of few such places for girls across the country. Rarely this type of facility also serve for rehabilitation purposes and provide support for pupils with disabilities.

The Non-Public Youth Educational Centre in Węgrzynów consists of a primary school and a lower secondary school which have the rights of public schools. The facility employs nearly 40 teachers and specialists and provide both education and educational support, resocialisation and rehabilitation actions, bringing tangible results in the form of a change in the attitudes of students, equipping them with social skills necessary in adult life which allow proper functioning in adulthood. The facility employs teachers of different subjects, educators for educational groups, a psychologist, a pedagogue and a nurse. The teachers have been trained for work with intellectually disabled youth and for conducting various types of therapy. The work of teachers and specialists is a great challenge. Often the institution is not only the place of education and care, but also it substitutes the family home. The staff is committed to carry out their tasks, to ensure that the role set up in the educational system for this type of facility is fulfilled in the best way. Apart from educational support they give students a wide range of social assistance in cooperation with social help centers around the country. They care about their health and safety, provide above-average health care. The fact that students eagerly return to the facility after holidays or vacation breaks and the trust they put in the employees is a facility's success. The center has classrooms for conducting lessons, a gym, a playground, a mini fitness, a library, a common room and a canteen. The facility has got a permanent access to the Internet.

The facility fits very well also in the local environment and collaborates in many areas with the local community. Students from the Centre, for example voluntarily help elderly people

in the neighbourhood and care for children from a kindergarten located in the neighbouring town. The facility cooperates with local authorities (at the level of municipalities and district) and locally acting NGOs. Students participate in municipal and district competitions, winning awards and distinctions. The facility is building its identity having the sense of awareness that the community organisations must learn and change in response to changing social, cultural and civilisational conditions. In the project, the management and teaching staff see a great opportunity for the development of the center. The aim sought by NMOW is to create a community of learners and creating learning conditions for others, to which high competences of teachers and specialists will contribute.

1.2. Agios Spyridonas Special School, Larnaca (Cyprus).

The school is a public Special School named «Agios Spyridonas» located in a southern littoral town of Cyprus, Larnaca. The town has a population of 62,000 and still manages to maintain a leisurely and relaxed atmosphere. It is the third biggest town in Cyprus and after the Turkish invasion started the operation of Larnaca International Airport.

The school meets the needs of 72 boys and girls, aged between 4 and 21, who mainly have a complex of learning and mobility difficulties as an outcome of their mental disability. The students come from the town and the suburban areas and villages of the district designed by the Ministry of Education. The government pays for their transportation back and forth to school. Most of the students are Cypriots with a very low percentage of immigrants. Most parents are of average income. Some of them are government employees, own their own business or work in the private sector. All the children receive welfare funds due to their disabilities. The school operates under the Ministry of Education and Culture - Department of Primary Education.

The school is committed to the development of each child's abilities individually so that the children can experience life as a worthwhile activity. The staff respect the dignity of each human being and acknowledge their value as an individual, whatever their needs or their abilities to contribute to the society. They also support the continuous development of knowledge, understanding and skills of the children.

The school enjoys an open aspect, football field, playground with outdoor special needs toys (trampoline, wheel chair swings, slides, 4-seat see-saw, merry-go-round, etc), synthetic lawns, and a botanical garden. The building offers a sensory room, a library and resource

area, a kitchen and dining area, a sports/ assembly hall and several classrooms with facilities such as interactive boards, personal computers and augmentative and alternative communication devices and other peripherals.

The faculty consists of a Headmaster, a Deputy Head teacher, 10 Special Education teachers, a psychologist, 4 speech pathologists, three occupational therapists, four physiotherapists, three special physical educators, two music therapists, an art/ creativity teacher and two carpentry teaches. There is twenty three other staff employed at the school this year: 18 teacher aids, 3 cleaning personnel, 1 secretary and a janitor.

The school tends to the needs of boys and girls with a wide range of learning disabilities, caused by factors that are either prenatal (genetic factors, genetic diseases, developmental malformation, etc.), perinatal (low birth weight, prematurity, obstetric complications, trauma during labour, asphyxia, etc.), and postnatal (infections, accidents, malnutrition, environmental factors, psychosocial problems, etc). Each class consists of a maximum of 8 students, and an extra effort is made to keep the groups as homogenous as possible.

The school aims to:

- Value everyone irrespective of age, position, race, gender, background or ability. We endeavour to motivate, support and inspire personal, spiritual, emotional and educational growth in a safe and secure environment.
- Consider the uniqueness and individual needs of its students by delivering the greatest possible educational opportunities within a broad, balanced differentiated and relevant curriculum.
- Provide parent consultation and support keeping them fully informed at all stages of education whilst aiming to strengthen parent –teacher partnerships by three assistants, depending on the needs the group.

Some of the fields of Special Education the school has been participating throughout the last ten years in various European Programmes are:

- Alternative and augmentative communication
- Inclusion
- Vocational training
- Multicultural class
- Environmental issues

- Multidisciplinary team work
- Arts (theatre, music, dance, handicraft)
- Sports as a tool for social inclusion.

We have participated in programmes initiating the pictorial and dramatic reproduction of traditional stories via a multisensory approach, i.e. interactive theatrical activities, art and craft workshops. We have also focused on traditions and culture as a theme for visits. In addition, we have created a sensory garden along with the traditional herbs of Cyprus and of our partners. Furthermore, we have exchanged educational and therapeutic strategies among partner schools enhancing our.

1.3. Technical School of Limassol (CYPRUS).

A Technical School of Limassol started operating sixty years ago in Limassol. It was the first technical/vocational school in Limassol. At first it was for students from the age of 12-18. Now, it has only students from the ages of 15-18, with a three year curriculum.

There are now three technical schools and Technical School of Limasol is the biggest with 580 students and 102 full time and part time teachers.

There are four departments at the school.

- **Mechanical Engineering Department**
Specialisations in General Engineering and Automotive Engineering.
- **Applied Arts Department**
Specialisations in Graphic Design and Interior Design
- **Department of Wood Work and Furniture Manufacturing**
- **Department of Secretarial Studies**

In school, except the teaching classrooms there are drawing room, computer rooms, labs, workshops and other specialized classrooms. There is a theatre, a library, a canteen, a sports hall and teachers rooms.

The students participate in many school, out of school and athletic events.

They hold art exhibitions and participate in many local and international competitions. There is also a drama club, an orchestra and a choir.

Technical School is located in the centre of Limassol, near the old hospital and the General Police Station. Limassol is the second largest city in Cyprus with a population of more than

100,000 inhabitants. Limassol is a coastal city with many beaches and hotels. The city is well known for its wine festival and the carnival. Limassol is known also for its cultural events and its traditional city centre.

1.4. Midberg Leisure Center in Reykjavik (ICELAND).

Leisure centers were created to operate and manage Youth - and After School Centers. Leisure Centers were run by Sports- and Leisure Division of Reykjavik (ITR). In 2010 the city council began to develop changes for financial optimization within the city administration. This meant alteration and integration of some departments, leisure centers moved from the Leisure Division of Reykjavik to a new division. In the fall of 2011 started a new era with the integration of all elementary schools, kindergarten schools and leisure centers. The new division is called School- and Leisure division – SFS (Skóla- og frístundasvið). SFS is meant to create a comprehensive service to children and families in the city and work on creating a continuity in children's work and play through school, leisure and sports. School – and leisure division, SFS, oversees the elementary schools, kindergarten schools, leisure centers (after school- and youth centers), school bands and adult education program.

The guiding light of SFS is for the well-being of children and youth of the city, that they continuously progressing and that they receive the education and upbringing of common ground to further their future prospects. The role of SFS is to give children and youth the best possible opportunity for play, education and leisure in coordination with their families and the neighbouring community in addition to leading progressive schools and leisure time. SFS makes the well-being of children and youth their main focus for all their services.

Reykjavik city is divided into 6 divisions/districts and each division has a Leisure Center that is responsible for the operation of Youth Centers and After School Programs that are serviced around the children and youth in the elementary schools in each district. Midberg Leisure Center is in the district of Breidholt and oversees the leisure program for children and youth in five elementary schools of Breidholt in addition to leisure opportunities for 16 - 25 years old. In those five elementary schools in Breidholt, Midberg operates 7 After School Programs for children 6-9 years old and 4 Youth Centers for youth 10-16 years old. Midberg is also responsible for summer activity programs during the school's summer

breaks. Midberg has around 110 full-time and part-time employees during winters and around 65 full-time employees during summers.

Midberg's goal is to provide children and youth leisure time filled with content and worth their while. The emphasis is on interesting variations during their leisure time. One of today's requirement is to build up quality and variations during leisure time. Leisure time that include activities, education, arts, sports and leadership values under the direction of the employees.

Midbergs management consists of Director that is the head of the leisure center, Youth Center Divisional Manager for children 10-16 years old and youth 16-25 years old, After School Divisional Manager for children 6-9 years old and Financial Manager that has the overall financial responsibility of the Leisure Center.

Midbergs responsibilities are mainly divided into children's activities and youth activities. Under the supervision of the Youth Center Divisional Manager are four Youth Centers. Three of them are serving to the youth in those five elementary schools in the district but the fourth is serving to youth with disabilities in two districts and operates similar to the After School Programs. Under the supervision of the After School Divisional Manager are seven After School Programs serving to the children in the five elementary schools. Three of them cater only to children 6-7 years old, two cater to only to 8-9 years old and the other two cater to children 6-9 years old. This is due to the service to the older kids in addition to the layout and location of the schools in the district.

Those divisions work together on other projects in the district such as districts festivals and special events that service the neighborhood and the affiliations in the districts.

Midberg Leisure Center guidelines are from The Leisure Centers job directory issued by SFS (School and Leisure Department). SFS guiding light during citizen's leisure time is that all children have the opportunity to participate in activities that have educational goals centered towards their age and development. The emphasis is on participation, learning by doing, democracy and human rights. Special focus is to strengthen and motivate individuals that are disadvantaged due to their social indifference or disability. Prevention is key in all work at the leisure centers and working with attitude and behavior of children towards healthy lifestyle and social interaction.

1.5. I.C. "F.S. NITTI" in Rome (ITALY).

"F.S. Nitti" Institute was born from the unification of "R. Merelli" Primary School with State Middle School "G. Petrassi" on 1st September 2012, following a Regional Directive. It is a State School which is supervised by the Ministry of Education. The Institute is composed of 3 school complexes: "F.S. Nitti" Middle School, where 21 classes, Presidency and Administrative Offices are, "Ferrante Aperti" Primary School with 15 classes. "F. Mengotti" Primary School, with 11 classes. In the current school year, 2015-2016, the total of students amounts to 1037: 546 of which attend Primary School and 491 are in the Middle School. The pupils come from different public or private schools of the district or neighbourhood. PRIMARY SCHOOL TIMETABLE: families can choose, according to their needs, between 27 and 40 hours per week. Compulsory Subjects are: Italian, Maths, Science, History, English, Social Studies, Geography, Music,, P.E., Art, R.E. or Alternative Activities. Students who attend school for 40 hours, have lunch at school and have lab activities in the afternoon. MIDDLE SCHOOL TIMETABLE: it consists of 30 hours per week. Compulsory Subjects are: Italian, 1st Foreign Language – English, 2nd Foreign Language – Spanish/French (families can choose), Maths, Science, Art, Music, Technology, History, Geography, P.E., R.E. SCHOOL AND TERRITORY. Our School operates in a middle-high cultural background, although varied and sometimes problematic. In fact, even if it is mainly composed of professionals, employees and tertiary sector workers, socio-economic disadvantaged situations such as immigration, unemployment, social and cultural degradation, are quite common, both in the school area and in the close districts, where a large part of our students come from. The territory has not got any industrial plantation: professional studios, commercial enterprises, workshops and housework are the main sources of income. Students with Specific Learning Disorder, foreigner students lacking Italian literacy, socially deprived or disabled students are all well integrated in the school. Most of our students reach satisfactory learning levels, get good results and have great expectations for their further studies. Actually, the analysis of the high school enrollment data proves that 90% of students pursue their study in classical or Scientific High Schools, 7% in Polytechnic Schools, 3% in Professional Institutes. School drop-out is 0% With reference to the lifestyle of the district where the school acts, the School Management takes advantage of all the opportunities offered by the School Autonomy Regulations in order to arrange an efficient weekly timetable supplied for 5 days, Monday to Friday. The school can also propose itself

as a point of convergence as far as sport and music are concerned, since it acts in a district provided with appropriate facilities such as sports complexes, Music and Language Schools, Scouts and Parish oratories, youth clubs...) Moreover, the Headmistress has signed a Memorandum of Understanding with some Leisure Time Associations so that the students can choose among different activities to be carried out at school, after the curriculum classes. All these activities are included in the School POF (the main school document) and competences achieved by the students will be certified by the Associations themselves.

1.6. Board of Education in Kielce (POLAND).

Board of Education in Kielce, which supervises teaching standards in schools and institutions in the Świętokrzyskie province is a unit of joint governmental administration of the province as a singled out organisational entity. Board of Education in Kielce employs a total of 47 inspectors and specialists. Inspectors carry out tasks related to pedagogical supervision, i.e. make external evaluation of schools and educational institutions and test the compliance of their performance with the law. Qualitative assessment of schools and institutions is a fundamental task of the institution. Board inspectors also perform tasks supporting schools and institutions. Specialists working in the Board of Education in Kielce also perform tasks other than pedagogical supervision. The staff is well trained and highly competent, which enables professional performance of tasks. Board of Education actively cooperates with all local government units in the province (102 municipalities and 14 districts), creating regional and local educational policy. It also collaborates with regional universities (10) and a number of non-governmental organizations (including the Volunteer Centre, Centre for Local Democracy), associations and foundations which are the governing bodies of schools and institutions. It is the initiator of many educational projects that promote the value and quality of education, not only in the Świętokrzyskie province, but also throughout the country.

Świętokrzyski School Superintendent covers with his patronage important educational events conducted by academic institutions, cultural associations, schools and educational institutions.

This partnership strengthens institutionally the project and allows the use of partner's expert knowledge in the field of education.

II. Assumptions of the programme (the programme's objectives, recipients, delivery time, the thematic scope).

The training programme for teachers and educators *Coaching as a method of supporting the development of children and youth* has been developed within the framework of the project: *Developing management staff competencies - developing the creativity of children and youth* implemented in the program Erasmus +, the key action - *cooperation for innovation and good practices*.

The intention of the authors of the programme is to focus on activities for teachers and people working with children and youth in educational organisations and other institutions supporting development of young people.

The main objective of the programme is to equip teachers, educators, trainers in coaching skills by initiating the transfer of theoretical knowledge to practical references. The adopted concept of the programme highlights the issues concerning the anticipated effects of personnel training through initiated educational situations.

Time for the training is scheduled for 40 hours of classes, including 85% of the time dedicated to exercise and 15% of the time for lectures. The program consists of 4 modules, each of which contains an overview of the training as well as detailed descriptions of the modules together with an assigned number of hours for individual subject areas in the modules.

The basic form of delivering training are workshops conducted in small groups, during which self-investigation to knowledge, searching, problem and valorisation methods will dominate. The methods used will enable the acquisition of self-educational competences, that is skills to regulate one's own learning style and way of thinking. Creating self-educational competencies requires the use of heuristic methods for the analysis and transformation tasks - metaknowledge. The knowledge of the motivations and emotions and how our thinking works is necessary in order to enhance the learning process.

Classes will be conducted in a manner that allows active participation of the participants, giving and accepting feedback. During the training, continuity and consistency between the different modules will be ensured.

Objectives of the programme:

- strengthening professional competencies of teachers and other people working with children and young people in educational organisations in terms of effective implementation of educational tasks and through international exchange of experiences,
- improving the quality of work of schools and other educational institutions in the partner countries through the use of interdisciplinary approach - a combination of different areas of knowledge and experience,
- preparing the participants for the effective organisation of the educational process, allowing the development of creativity and innovation in the methods and forms of work organisation.

Specific objectives of the programme:

- preparing for the use of innovative learning methods in teaching and educational work with children and youth,
- providing participants with innovative ways of working with children and youth when using educational coaching,
- providing participants with conceptual categories that allow to understand the social meaning of the GROW coaching model,
- getting to know the specifics and the essence of the model of 4MAT teaching by Berenice McCarthy,
- learning innovative ways to solve problems in the difficult relationship between the coach and the student,
- orientating and enriching the perception of school events in the context of the interpersonal narrative and the importance of two-way communication in an effective educational dialogue,
- acquiring skills to recognise learning preferences of a student as a condition for motivation in the successful acquisition of knowledge and skills,
- preparing the participants to effectively organise educational process which allows development of creativity and innovation in the methods and forms of work organisation,

- improving the competencies of using ICT resources when designing innovative solutions in the work with children and youth.

Learning outcomes:

The participants will:

- realise the importance of diagnostic competencies in professional support for the student in the educational process and the complexity of inference on the basis of external symptoms,
- understand the importance of different learning styles as a way of determining the efficiency of learning,
- gain knowledge about the importance of the theory of multiple intelligences by Howard Gardner, which will enable them to determine the type of intelligence and create, adequately to the diagnosis, a personalised profile of their own intelligence and the intelligence of the student,
- deepen the ability to diagnose and rationally assess complex learning situations, which will enable them to predict solutions and anticipate the impacts of planned activities in specific practical areas,
- gain knowledge in the field of coaching - a process oriented to strengthen the student by skillful support to make intended changes on one's own
- present a learning style model by David Kolb, which will allow them to design the educational process for the subject / discussed problem,
- realise the specific nature and essence of the 4MAT teaching model by Berenice Mc Carthy and acquire the ability to create creative methodological solutions
- create, using the GROW model, a structure of a coaching conversation with the students for a given problem and apply it in specific pedagogical activities,
- recognise the source of potential communication errors and their consequences for the efficiency of communication, which will allow for greater attention to everyday communication,
- gain knowledge about communication tools: closed / open questions, paraphrase, clarification and the rules of their application in the conversation,
- acquire the ability to work using coaching methods,

- be able to effectively support children and young people in their individual development,
- will have comprehensive knowledge and skills in the practical use of ICT resources in searching, collecting and selecting information necessary to design didactic process.

Recipients:

The training programme was developed for the purpose of improving specialist, methodological, psychological and pedagogical competencies of staff working every day with children and youth. The project will include 34 persons for the direct support-representatives of the countries participating in the international cooperation in the implementation of the project i.e. Cyprus, Italy, Iceland and Poland.

Other employees from partner institutions will be covered by indirect support. The programme is available to all persons interested in coaching - an innovative method of teaching, educational or training work.

Duration of the workshops:

40 hours.

The staff running workshops:

In order to ensure the high quality of the courses the training will be conducted by professional teaching staff with high skills in the field of andragogy, experience in conducting workshops and expertise related to the discussed topics.

Terms of completing training:

Active participation in all classes (only in exceptional cases there is a possibility of absence in 10% of classes).

Evaluation:

During the training evaluation will be conducted using tools to measure the internal quality of the training programme and the measurement of the quality of work of trainers conducting workshops.

Training plan:

	MODULES	Number of hours		
		total	lectures	exercises
1	Coaching in the educational practice. Teacher - coach skills.	4	0,5	3,5
2	Effective communication coach – student	12	2	10
3	GROW model. 4MAT model by Berenice Mc Carthy.	18	2,5	15,5
4	Learning styles.	6	1	5
	TOTAL	40	6	34

III. Detailed training programme.

COACHING IN THE EDUCATIONAL PRACTICE. TEACHER - COACH SKILLS.

1. Innovations in education - coaching approach. Outline of coaching.

Coaching fits well in the program implementing the innovation policy, which one of the concerns is strengthening social and intellectual capital and the struggle with the problems of social exclusion through the use of *inclusive innovations* tools. The strategic objective of the EU, according to the Lisbon Strategy, is to promote growth of the economy based on knowledge and at the same time dynamic and competitive, which ensures employment in the conditions of "greater social cohesion" (K. Bachnik, *Innowacyjność jako jeden z kluczowych elementów polityki Unii Europejskiej*, w: *Innowacyjność w teorii i praktyce*, p. 9). An important dimension of coaching is to provide emotional, cognitive and instrumental support, which aims to raise the level of knowledge which is to assist the modification of behaviour. The role of the coach is to ask questions, build consensus, motivate, support in formulating goals, support the pursuit of goals and process control (A. Stankiewicz, A. Hejduk, *Założenia metody coachingu społecznego*, p. 47). The above-mentioned abilities to shape proper relationships and a climate of trust are also features of an innovative teacher for whom it is essential to also master the art of empathy, have a relatively high level of social and emotional intelligence.

What is coaching in education?

It is a process of individual counselling, in which the teacher - coach, establishes a relationship with the customer-student and stimulates him/her to further development. The coach leads the participant of coaching, starting with his/her strengths, positive qualities and successes. Coaching is a kind of behavior and attitude, which others see as an attractive and which awakens in them a strong need to establish a contact with the coach.

Assumptions of coaching:

- positive assessment of the participant of coaching to motivate him/her and improve his/her self-esteem. The coachee sets a plan / actions agenda,

- broadening the range of capabilities of the person to enable making a real choice. The role of the coach is extracting the resources,
- creation of a field for development. Coaching focuses on change and action.

One of the prerequisites for a successful process is the motivation of the coachee to continuous development, to changing his/her behavior, as well as to specify one or more explicit desires such as e.g. the desire to resolve a specific problem, the desire to learn how to manage change, stress or sometimes the ability to make decision at the moment of being at a crossroads, or may simply be a desire to acquire or improve any skills to be more efficient and better organized.

Five principles important for the coach and associated with achieving results:

- The way people behave reflects their thoughts.
- One should appreciate individuality and seek.
- Lack of motivation often reflects discouragement.
- The action is determined by its anticipated consequences.
- People treated responsibly behave responsibly.

Who is a coach and who is a coachee?.

The process of learning - teaching by using coaching tools changes the perception of the teacher-student relationship to more partnership like. The teacher coach is a partner in the relationship, a friendly, interesting and inspiring companion in an educational trip in which the student has an influence and co-decides about the purpose and pace of tasks implementation, is able to work according to his/her individual learning strategy and feels unique.

The principles of coaching.

Following the customer-student

Continuing commitment to support the people gaining knowledge - this is essential during the whole process, especially that initial enthusiasm can be reduced. The customer chooses the direction of development and decides on the objectives and scope of co-operation, the coach accompanies him/her in that trip, but only to the extent he/she has been invited.

Clarity - communicating and receiving information in an appropriate way.

Perspective - a total focus on the interests of the coachee.

Individual approach

There is no universal approach - a specific situation of the client, his/her particular potential, talents and weaknesses determine an individual nature of the work (appropriate selection of methods, techniques and style). The student is responsible for outcomes. It is therefore important that, if necessary, the student must be made aware, that the final result of the session largely depends on him/her.

Commitment - a genuine interest in the customer. Thanks to it the coach can find out what motivates the student, what worries him/her and what actions inspire him/her.

Confidentiality - the ability to protect information about the relationships and creating a sense of trust and security.

Authentic relationship

The basis is a partnership-like, close relationship based on mutual trust. The foundation of the coach's work is his/her genuine commitment, interest in the customer and openness to his/her needs. Creating relationships based on truth and mutual trust. Dialogue based on equality - it is unacceptable for a coach to adopt a position of a superior and authority in all areas of life.

Creating in clients -students a sense of self-confidence - personal commitment to creating and maintaining a high opinion about themselves.

Cooperation - the atmosphere of partnership, in which win all or nobody.

Focus on the objective

Constant focus on thoughts and goals of the student. Coaching is a task relationship focused on achieving particular results: improving the functioning of a person in everyday life, making changes, solving problems.

The risk - encouraging innovation and learning by doing, and efforts to eliminate penalties for mistakes.

Patience - going beyond short-term goals for the vision of time and action.

1.1. Definitions of coaching, importance and understanding of the concept of "coaching" in each country.

Etymologically the word *coaching* comes from the name of a Hungarian village of Kocs, where since the fifteenth century convenient wheeled vehicles – Kochi were produced. The name of the vehicle became popular in Europe after the construction of the first four-wheel, two-axle sprung vehicle. This term, originally was used to describe a wheeled means of transport, with time it has penetrated well into other languages as English *coach*, German *Kutsche*, or Spanish, Portuguese and French *coache*. The word *coaching* described the service of carrying passengers.

Coaching gradually took on other meanings far from its very root. Around 1830 the word appeared in the Oxford University slang to denote a tutor, who conducted the student safely through the exams, and in 1861, in the sports environment, to describe a trainer, who leads a sportsman through training and competition to great achievements.

David Clutterbuck (2009, p. 15) gives a different etymology, seeing the origin of the word *coach* in *coax* meaning persuading someone to do something, which in his opinion shows the persuasive nature of the coaching conversation.

Polish researchers unanimously say that finding the equivalent of the word in the Polish language is impossible (Smidt 2009, p. 41, Oleksyn 2006, p. 218).

Also English-language literature indicates a misunderstandings arising from describing other similar interventions, such as training, mentoring or counseling as *coaching* (Clutterbuck, 2002, p. 11; Popper and Lipshitz 1992, p. 16). Few unsuccessful attempts to translate the word *coach* as "trener" show the legitimacy of such an argument. For example, the book by Max Landsberg *Tao of coaching* has been translated into Polish as "Tao szkolenia", *Coaching and Mentoring* by Eric Parsloe and Monica Wray - as "Trener i mentor". Also in the content of both books the word *coach* is translated as "trener", which introduces a substantial confusion of terms.

The term coaching in literature has got many references and underwent a semantic evolution.

From the basic meaning, which was the means of transport to move in physical space, the word has come to mean the process of movement in the psychological space: a coach-vehicle, helps to comfortably carry passengers from the starting point to their destination,

and the coach-teacher supports the coachees in reaching their own purpose. Metaphorically such support is a journey: contains a definition of the starting point and destination, as well as overcoming potential obstacles while travelling to the goal. The task of the coach is to comfortably and safely cover a geographical distance and the role of the coach is to make customer's inner journey easy and pleasant.

In such way coaching is understood in Poland. To sum up, now coaching is synonymous with partner relationship, understood as a process of helping another person or group of people. It is one of the tools to support changes related to the development and the specific style of communication. Coaching is focused on finding solutions to the problem, not on the search for its causes. Attention is focused on the future, not the past. The problem is converted into a goal to pursue.

The essence of *coaching* is to assist a fuller utilisation of knowledge possessed by an individual in workplace. Therefore it affects the improvement of his/her functioning, increasing the motivation to act, as well as the effectiveness of the measures taken. It is not about learning something new.

Therefore, *coaching* should focus on the use of already acquired knowledge and skills of the recipient. However, depending on emerging needs it changed its narrative in order to improve actions.

The purpose of coaching is to help a person in transition from the place in which he/she is, to the place where he/she wants, or just needs to be and in turning the knowledge into practical solutions bringing him/her closer to a set objective.

In *coaching* a positive language is used. People work according to the principle: say what you want to achieve, not what you do not want to achieve. Objectives are formulated to show what can be done better, not what is done wrong, e.g.: "Cooperation with parents of young people in our institution practically does not exist", you need to turn to "We want to increase the participation of parents for the benefit of our institution."

The results of coaching are precisely defined goals, optimized operations, better decisions, better use of internal and external resources.

A coach supports the search for a solution to the problem without imposing his/her own ideas, creating an opportunity to express one's own beliefs and attitudes. A *coach* makes aware that responsibility for the objectives and their achievement lies with

the person/team. A *coach* is a facilitator and moderator of the meeting, and his/her role is to help and support in action.

In group work, it happens that some of the difficult issues are being 'swept under the carpet', a *coach* tries to bring them out, and the energy often used for mutual blaming, justifying, telling what one can't do, explaining why someone did something or did not do, directs to a specific action, on work with real problems.

In Cyprus coaching is more than a simple technique and it is more than a simple "play on words" of an old idea. It is a unique philosophy that deals with how best to implement radical and sustained change in educators. The autocratic way or if you like the "let me help you fix it" way, means that others dictate and direct a teacher's progress to teacher improvement with affixed consequences if it does not happen. Under this traditional system, ultimately, the teacher can blame his boss if the strategy that he was dictated to do does not work. Educational coaching is entirely different (Creasy, J. and Paterson, F. (2005) [(Proverbs 24:3-4 New International Version (NIV), **Saying 21:** ³*By wisdom a house is built, and through understanding it is establishe* ⁴*through knowledge its rooms are filled with rare and beautiful treasures.*]).

Teacher coaching in schools takes various forms, but is commonly conceived as a means of providing personalized professional support to teachers through discussion about their practice.

Coaching takes time to organize and facilitate within any organization, and as time is precious in all schools it is important that coaching, where used, works to maximum effect [CUREE (2005) National Framework for Mentoring and Coaching].

For teachers, coaching often supports experimentation with new classroom strategies. Coaching for enhancing teaching and learning is not normally explicitly linked to a career transition. The focus of coaching is usually selected by the coachee and the process provides opportunities for reflection and problem solving for both the coach and coachee (Lofthouse et.al, 2010). Coaching is a form of Continuing professional development (CPD) and can thus be a strong dimension of teachers' professional learning in school (Christopher J. Cushion, Kathy M. Armour, and Robyn L. Jones). As such it needs to be managed as part of a strategic approach to CPD. It is therefore a genuine alternative to what constitutes most teachers' CPD, which has been found to be rarely collaborative or informed, but instead tends

to involve passive forms of learning, and is poorly embedded in work contexts.(Pedder et al, 2008).

The link between teachers' learning and students' learning acts as the main lever for the development of coaching in schools. Whatever the nature of the school there is a constant imperative to improve, both in terms of student attainment and wider outcomes. The majority of the school day, both for students and teachers, is spent in lessons. What goes on in lessons is exceptionally complicated, influenced not just by the quality of planning, but also the relationships, learning environment and motivations of all participants. Teachers frequently set performance management targets that are embedded in this complexity, and while targets help to focus attention they rarely act as *the means* for improving practice. The performance management cycle as operated in most schools can thus act as another case for the implementation of coaching. When it works well, coaching starts to tackle the complexity of teaching and learning, providing opportunities for the interrogation of teachers' practice and its consequences. As it is an individualised professional development activity, coaching can be finely tuned to the concerns of specific teachers working to support their own students.

Teachers and school leaders are becoming more acutely aware of the relationships between engagement, feedback and learning for students, as exemplified by the assessment for learning agenda. The significance of this is the parallel relationship between challenge and feedback in teachers' learning. Teachers' roles are challenging, but sometimes teachers focus on the burdensome nature of the job, rather than the intellectual and practical challenges it throws up. They tend to adopt set teaching routines and often wait for examination results, performance management and Ofsted (Office for Standards in Education) inspections to indicate how well they are doing. The burdens of the role, and the relatively blunt instruments available for feedback, can lead teachers to overlook some of the fine detail of practice. Coaching is one way that teachers can redress this balance.

And just as every child matters, every teacher matters too. Employee well-being is a core concern of all effective school leaders. Teachers' well-being is another complex dynamic, but largely influenced by their sense of worth and opportunity to make a significant contribution to the school community.

In turn these are partly influenced by the nature of relationships between teachers, their colleagues and their students. Coaching creates opportunities for trusting, open professional

relationships to develop and these help to develop the school's social capital. As social capital contributes to the overall resource available to the school to successfully undertake its core business and continue to improve, this can provide a further case for the implementation of coaching.

In order to plan development of coaching it is useful to review the current context for coaching and the nature of existing coaching activity in school. It is worth making a decision about who undertakes the review. It may be valuable to set up a small working group, perhaps including staff working at different levels in the school, and possibly a member of the governing body. **Instructional coaching (IC)** (Knight, J.,2007) at the teacher level requires that the administrator and school leaders be trained to refrain from their natural tendency to provide the teacher with solutions to the problems he is facing. Rather, the administrator's role is to help the teacher identify the problems and bring their own solutions to light. By asking the teacher probing, open-ended questions, the administrator helps the teacher reflect and analyse an issue of the teacher's choosing and then asks the all-powerful question: "What are you going to do about it?"

Employing this coaching strategy compels the teacher to accept responsibility for his behaviour, which is a big step for a teacher who often only turn to students, parents, and prior teachers for the reason behind a student's lack of progress. This approach helps teachers focus on and change their own behaviours.

Educational coaching has powerful results for the classroom. Through coaching, true teacher empowerment is possible, but perhaps most importantly, the skills that are modelled by the administrator on the teacher are exactly the constructivist skills that teachers can employ with their own students.

The Cyprus experiences show that by the term coaching one means the training or development in which a person called a coach supports a learner in achieving a specific personal or professional goal.

Coach's experience and expertise offers guidance, advice and support throughout one's tasks. Teacher coaching in schools takes various forms, but is commonly conceived as a means of providing personalized professional support to teachers through discussion about their practice. Coaching takes time to organize and facilitate within any organization, and as time is precious in schools it is important that coaching, where used, works

to maximum effect. Coaching differs from mentoring in focusing on specific tasks or objectives, as opposed to general goals or overall development.

In Cyprus the way coaching is understood consists of a program of Candidate Teachers of Secondary Education, held by the University of Cyprus since 2007. The program aims to prepare university graduates for taking up teaching. This program seeks to enrich the graduate with all those experiences and skills that will enable them to interpret practical pedagogical theories and transforms the content of various disciplines in order to perform successfully its role in the classroom and in the wider area of the school.

Successful teaching requires understanding and application of the building process of knowledge, the application of this process in the classroom and to develop pedagogical thinking on educational institutions and their socio-political dimensions. The PTP Candidates Teachers of Secondary Education (PPKYELME) based on the thesis that epistemological competence in a subject cannot itself be a basis for quality teaching and learning.

This program seeks to enrich the graduate with all those experiences and skills that will enable them to interpret practical pedagogical theories and transforms the content of various disciplines in order to perform successfully its role in the classroom and in the wider field of school. The theoretical and practical sides of the program contribute to the development of the capacity of the educational:

- a) to observe systematically and analyze the grid dynamic relationships and interactions that take place in the classroom and the school in general,
- b) to organize and direct the learning process and,
- c) analyze teaching critically.

The program recognizes the specificities of different disciplines and encourages and helps candidates to develop synthesis mechanisms and ongoing review of specialized solutions for the teaching-learning problem in each subject separately. It is expected that on completion of the programme, prospective teachers will develop a modern pedagogical philosophy that will help them exercise their office with enough guarantees of success.

Main Objectives of the Programme:

- The preparation of teachers in order to support the students' knowledge and information.
- Gaining experience and skills that will enable teachers to interpret different pedagogical theories and applications of effective teaching methods.

- The development of autonomy in order to enable teachers to take initiatives at school and analyze, interpret and develop programs.
- Developing the capacity of teachers to take initiative and participate in school and interschool policy.
- The sensitization of teachers to the different needs of students, readiness levels and skill development so that they can respond in mixed ability classes.
- The readiness of teachers to respond positively to the diversity of students and offer them equal opportunities.
- The preparation of teachers to recognize and support the cultural and linguistic pluralism in Cypriot schools.
- • Developing the capacity of teachers to create the environment for teaching modules of specialization.

In Italy coaching is a really powerful instrument which helps to improve private and professional life, improve relationships with others, discover the most effective strategies to reach one's own objectives.

At school, the teachers normally take care of Coaching learning, following its principles in the approach towards students. However, working with children and adolescents, in a peculiar period of their lives (due to the age, their personal and social background, family experience), the teachers adopt the principles of Counseling to solve possible difficulties or conflicts.

Coaching main points:

- Define the objectives, make them clear and measurable.
- Make the performance effective and develop professional competences.
- Identify resources and make use of them.
- Train and exploit one's own potentials.

Counseling main points:

- Identify the discomfort area.
- Define the objectives.
- Make students aware of their strengths and weaknesses.
- Identify the continuous feed-back with one's own emotions, thoughts and actions (ABC Method).

Points that are considered at school:

- Identify the discomfort area.
- “Emotional Alphabetisation” training with students: classification of emotions, recognition of emotions and the importance to experience an emotion.
- Develop “Emotional Intelligence” abilities: emotional awareness, control of impulses, resilience (ability to self-motivate), empathy, effective management of interpersonal relationships (communicate in an effective way and negotiate conflicts).
- Define what behavioural objective has to be reached.
- Make students aware of resources and exceptions.
- Make use of “Brainstorming” and “Problem- solving” instruments.
- Identify personal mental representations and the dysfunctional solutions already adopted
- Start a “Virtual Circle” (a set of good practices) to create positive beliefs in oneself, support motivation and improve self-esteem.
- School anxiety management (related to “pair to pair/adult” relationships and personal performances): “FLOODING” (diving in the flow through “imagination”); recognise anxiety in oneself and in others; border subjects and situations; identify conditions and consequences; learn how to speak about anxiety; simulate the anxiety-provoking situation and discover how to manage it.

In Iceland coaching is mostly leader-oriented. It is a relatively new approach in Icelandic business life and has been steadily growing these past few years. Here in Iceland we mainly hear and know about the use of leadership coaching and lifestyle coaching but the term coaching has developed from „psychology sports coaching“.

According to an Icelandic coaching websiteⁱ Coaching was introduced in Europe business about 15 years ago through the publishing of the book „Coaching for Performance” by John Whitmore.

Coaching is making a positive change. Where do the change begin?

John Whitmore points out that the change must meet all the following conditions:

TO BE:

means to develop emotional intelligence - approach, attitudes, behaviour,

TO ACT:

that is, to practice emotional intelligence (here is the important role of coaching: supporting a particular action, in which emotional intelligence is expressed).

Coaching can be defined as personal, constructive and professional cooperation between the coach and the individual. The goal being to enable the individual through encouragement and support to move forward and to see measurable and positive changes in their life no matter if the goal is geared towards mental or physical health, career, relationship's or other.

During the growth of coaching there have been many different focuses developing such as Business Coaching, Executive Coaching, Life Coaching, Health Coaching and Educational Coaching.

Coaching is a conversation technique to increase self-awareness and the individual responsibility. The idea is that the coach builds a professional relationship with the individual based on trust and confidentiality. The coaching method helps the individual to find a way to succeed in their quest and keeping them on their path. During the coaching process new chances develop for introspection and even new opportunities.

Coaching works with the distribution of power and projects, daring to be a leader, inspecting the workload on co-workers (student's maybe), your own work load and learning to let go.

Educational coaching is most likely somewhat different as it would likely have to start with at the administration level where they would act as the coach to the teacher and refrain from the tendency to provide the solution to the problem to the teacher. The administrators and teachers would have to change their way of thinking for the students to benefit from coaching. The teacher would have to work on their solutions instead of looking elsewhere for the problem. Using coaching would have the teacher accept responsibility for his behavior, which is a big step for a teacher who often only turn to students, parents, and prior teachers for the reason behind a student's lack of progress.

Educational coaching could be powerful for the classroom. Through coaching, teacher empowerment is possible, but perhaps most importantly, the skills that are modeled by the administrator on the teacher are exactly the constructivist skills that teachers can employ with their own students. If teachers are able to help students solve their own educational and personal problems in similar ways, teachers become less prescriptive in their attitudes towards students, and students feel more in charge of their learning and their lives.

In Iceland coaching is developing especially at the leadership level. Though it should be checked how it is developing towards educational level. Still, it is likely that the administrative level are attending workshops around coaching.

1.2. The presence of coaching - coaching in the educational practice of the organization (examples of coaching in partner institutions).

Coaching techniques in the work of educational organizations are used with different frequency and at different levels. Similarly, in the practice of partner organizations. Examples from different countries can provide inspiration to use this programme, to use a similar course of action in their institution.

The classical coaching approach can be described as follows: e.g. Eve, 14 –year-old girl, remained for a year under the supervision of a teacher-educator. She noticed that she was not developing as she could, and she did not know what to do in the future, what career path to choose. Her teacher used a commanding tone and refused to accept her opinions and reflections. At the end of the school year, feeling demotivated by the lack of progress and success, Eve asked another teacher for help. He was a teacher-coach, much appreciated by her friends. There was a weekly session of mutual cognition: criteria and skill areas that were to be evaluated were set, every day they talked about the future - about the goals, and even Eve’s dreams. After one week session both the new teacher-coach and Eve agreed that her strengths are: the ability to work with others, a natural curiosity about the world, manual skills. The area for improvement was the ability to quickly memorise, orderliness and the ability to plan her own activities. They both agreed on the basic abilities and techniques, and developed an action plan. The plan specified certain stages. After each stage an assessment of progress was to be made, followed by talks on changing the tactics.

The new teacher-coach used different methods of work and after a few weeks, the effects began visible. The new approach was less prescriptive. While working and discussing new strategies the teacher used to ask:

- What are you trying to achieve?
- Is it exactly what you achieve?
- Would you like to try?
- What do you plan to do now to be where you want to be?

- Do you want to know my opinion about this?

Forcing Eve to focus on her real objectives, he motivated her to take responsibility for everything that happened during their common work.

When a stage of work ended they both summarised and discussed the results. If the results were satisfactory and in line with the assumed level, they proceeded to a new stage.

Such a consultative style of cooperation gave results, but there were moments when it was not appropriate. The teacher "took matters into his own hands," imposing some solutions. While working on the development a continuous assessment of progress, scheduling and short-term goals have brought particular results. Positive results and small achievements gave a strong effect of motivation and increased power to operate.

After such activities Eva found the learning process as challenging and exhilarating. She also gained a higher self-esteem, self-confidence and self-acceptance. She understands the process of learning and development, and the reasons of her failures. She says that the most important is the possibility of further independent work: she knows how to act and how to correct her own behaviour. How to choose a path of development.

In the Non-Public Youth Educational Centre in Węgrzynów the realisation of individual educational - therapeutic programmes, which are developed for each pupil, can be regarded as a part of coaching work. Individual meetings of the student with the teacher - therapist are the way to girls development. The diagnosis made prior to the development of the programme indicates student's potential and resources in addition to the difficulties and social and educational problems, on which the teacher can base his/her work. Goals to achieve are determined, relating to a change of attitude, cognitive, emotional and social behaviour. Work is carried out on the basis of developed plan (plans) for activities with the student, prepared on the grounds of an individual educational programme. It includes particular actions spread over time and a method of evaluation of expected results. It is very important to strengthen, at different stages of the individual programme, student's self-esteem, effective motivation for change and to raise awareness of the benefits of positive changes in the future.

Not always, however, the work brings expected results due to strong habits of young people to live as usual, without observance of norms and manners, but also without a clear purpose. This is often due to a lack of acceptance in the family, dysfunctional family

environment, low self-esteem and motivation. Then modifications are made to increase the efficiency of actions undertaken. Student's personal development, to a greater or lesser extent, the ability to formulate objectives important for her and the desire to achieve them can be noticed, which is deemed to be a success. The most measurable evaluation is feedback information when, after leaving the Centre, the student stays in touch with teachers and educators, finds a job and functions well in the community.

One example of good practice in the area of coaching in the school in Larnaka is cooperation with "The Cyprus Family Planning Association" (CFPA). It is one of the oldest and most firmly-established Non-Governmental Organizations (NGOs) in Cyprus, with rich and continuous contribution in society, in health, education, and Human Rights, since its establishment in 1971. The CFPA is fully accredited member of the European Network of the International Planned Parenthood Federation (DOOP) with active participation in several European networks and organizations.

The scientifically based Comprehensive sex education (RAPs), free from prejudices, dogmas and ideologies, it is necessary to convey to young people the skills - knowledge and skills -to make informed and free choices regarding their sexual life. That is why the CFPA designs, implements, and evaluates information and education programs young people and young experts, educates parents, teachers and other professionals, and issue valid informative and educational materials about sexuality issues.

Based on this philosophy the Agios Spyridonas Special School in a adopted the program "**Keep me Safe**" in the realms of Special Education.

The aim of the program «KEEP ME SAFE» is the cooperation between European countries in order to exploit best practices, expertise and proven strategies of the most experienced partners to formulate intervention and prevention of sexual abuse and violence programs at Youth with Learning Disabilities.

Violence against children with disabilities occurs 1.7 times more frequently than the rate of violence against children without disabilities. Some studies show that 90% of people with mental disabilities will experience sexual abuse at some stage of their lives, most often by members of their family or from other people in their immediate environment. The CFPA acknowledged that while there is a strong need to strengthen and support NMMD so they

can protect themselves from sexual abuse or violence, are not yet in Cyprus, skills and tools to be able to respond to this need.

Young people with Learning Disabilities' (NMMD) for the purposes of this program are defined as people between ten to twenty (10-25) years of age who have a mental disability (intellectual disability). The 'learning disability' is a broad concept which includes various mental problems including various special cases (such as specific learning difficulties, such as dyslexia, or developmental disorders eg mental retardation, autism, etc.) and problems acquired after birth (eg as a result of brain damage).

The **Keep me Safe Programme** was implemented in three phases.

The first phase included 30 hrs. training for teachers regarding the principles and the priorities of the programme. The second phase included 10 hrs. training for parents who embraced the program and the third phase included a yearly program (once a week sessions) for the selected students whose parents approved in writing their participation.

After assessing and evaluating the programme a relevant code, protocol and policy was produced that deals with:

- Sexuality issues and rights.
- Self- protection.
- Sex abuse.

This code was shared in agreement with the school staff and the parents.

This programme is still going on with new topics. Furthermore the school aims to include this thematic unit into the national curriculum in Special Education.



Another good practice based on the philosophy of coaching, self- advocacy and self - empowerment in the school in Larnaka is the **Agios Spyridonas Drama Club**. Teachers are called to participate in theatrical workshops of theater pedagogy and adopt principles of the Theatre of the Oppressed (Augusto Boal) – Theatre for personal and Social changes. As an outcome of these workshops the students perform on stage (3 performances per

year). In cooperation with the Ministry of Education and Culture drama club performs on stage inviting students from primary and secondary Education in the district aiming at social change of the stereotype attitudes. The results, the emotions and outcomes are amazing and astonishing.



Coaching in pre-vocational training has been successfully used to develop excellence in many other sectors.

There is relatively little research in this area but exploring what role there could be for coaching within the sector could provide insights which would be important for the training of trainers, teachers of vocational education.

Here are some of the key issues explored in the publication which include:

- Although coaching is widely used in vocational education and training, it is often not structured or referred to as coaching practice. It has the potential to improve the learning experience when conducted effectively.
- Coaching, as part of vocational learning, has the potential to play an important role in promoting excellent workplace performance.
- There is no absolute definition of coaching; however, what is clear is that coaching in whatever definition is used has certain key attributes. It is:
 - **Relational**, in that it necessarily involves individualised feedback and a strong relationship to be developed.
 - **Dynamic**, in that the coach must react to consistently changing demands.
 - **Co-productive**, in that both the coach and the coachee must be actively engaged in creating the learning experience.
 - **Performance or outcome focused**, in that it necessarily builds on existing skills, rather than developing foundation level skills.

The future objectives of the school in Larnaka is to offer not only educational services to the students with differing abilities but to establish a Strategy in order to develop individual transition plans (ITP) based on each student's needs, where the school can provide transition

education and offer vocational training for students. Collaboration with community partners presents an opportunity for students to gain experience through employment.

When developing customized vocational and transitional services for students with special needs, the teachers focus on:

- individual needs and abilities,
- independent living skill development,
- personal interests and goals.

Transition education helps each student set post-school goals and work toward individual career and life goals.

The teachers – coaches assist students in determining career goals based on current skills, interests and desires. Once a plan is established, teachers help individuals reach their goals through a personalized training approach. Their role is to assist in developing the work, social and communication skills needed to achieve successful competitive employment in the future.

At the age of 14, students begin preparing for independent living by working with coaches to identify strengths and vocational interests. They help students prepare for independence in both their personal and work lives by providing on-site training as well as community integrated vocational programs. Through relationships with local businesses and organizations,

With the present implemented pre-vocational education and training in “Agios Spyridonas” school teachers and specialists aim to provide a holistic approach for the student’s development. This has been on **for the last ten years.**

The students, who possess specific basic abilities or are trainable to this level, have the opportunity to follow a theoretical and a practical pre-vocational training programme. From the age of 13, the training is held within the class environment. After the age of 15, the students are free to apply this knowledge on a real work site, at first with total assistance and coaching, enabling them to gain operational, behavioral and social skills in a real social setting.

The ultimate goal of this program is :

- to integrate the students with special needs in the open work force, gradually allowing them to mature and grow



in confidence and self esteem,

- to provide Prevocational training in a variety of skills (theoretical training at school premises),
- to provide Specific skills training (theoretical and practical training at school premises),
- to give the opportunity to our students to have practical experience in the workplace (Amalia Factory, Department of Civil Defence, car wash, hair salon) under the supervision of a teacher-coach.



The program combines methods of assessment to determine suitability for a particular vocation, orientation depending on the student's interests and talents, familiarity with new technology and the creation of work places which will include students and young adults with special abilities. What has to be kept in mind is that the humanitarian and social responsibility of the school does not end upon the students' graduation but continues after that in an active relation between students, their family and our school (see appendix D for Goals & Assessment).

We can also speak about the presence of coaching in case of Technical School in Limassol.

The upper management in Midberg has had a brief workshop and introduction into leadership coaching. The workshop lasted for three hours but unfortunately there was not an opportunity for a follow up. Therefore they have not got enough knowledge in coaching to be able to say that they can actively practice coaching in their workplace.

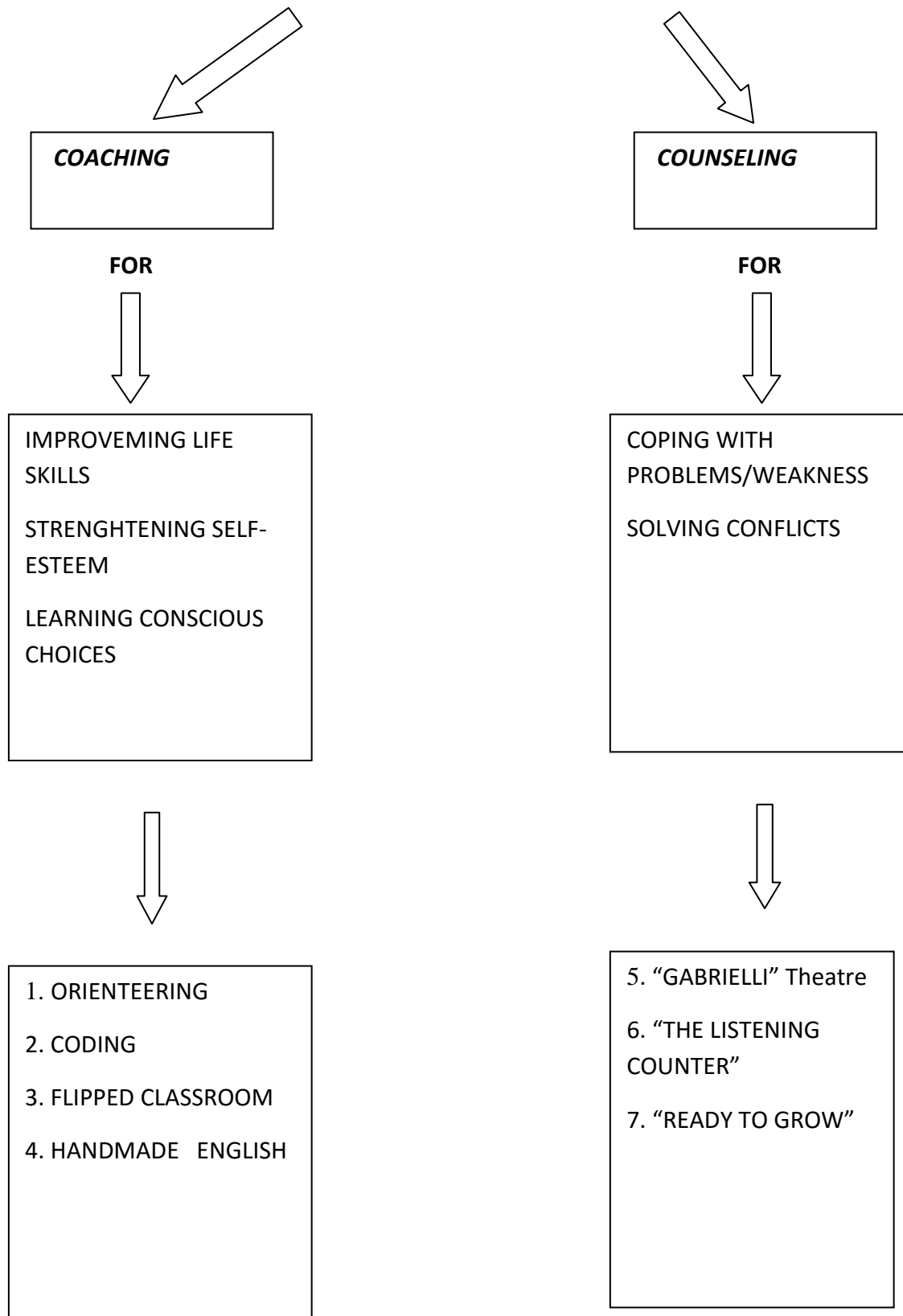
As an organization Midberg do try to enable the managers in their work, distribute workload in addition to the workload of the staff but coaching as a constant practice is yet to be introduced into their work with managers, staff and children.

They are also trying to empower the children and youth in their activities during their leisure time through democracy, social interaction, participation and learning by doing.

Using the methods of coaching will be something new to them and so they are looking forward to new techniques.

The schema below illustrates Italian example of implementing coaching work in partner organization.

"Emotional Intelligence" Training for teachers



In the Board of Education in Kielce we can speak more about mentor support with the use of coaching techniques. Inspectors and specialists starting work benefit from the experience of older colleagues, a kind of mentors, whose way of performing tasks is sometimes a kind of model used by freshmen.

This takes place both in the process of making external evaluation of schools and institutions, and when considering cases which are submitted in the office. Coaching techniques used in practice in the Office have a form of group coaching and the task nature. The team appointed to carry out a specific task determines the objectives and means of achieving them. They design activities, implement them and evaluate the results. Individual coaching is a rare practice, almost absent in everyday functioning, and therefore in this area a great potential for the development of workers can be seen.

2. Teacher - coach skills.

The profile of the coach's competencies.

Communication skills:

NEEDED KNOWLEDGE:

basic communication tools (active listening, paraphrasing, formulating questions); principles of presentation (structure, dynamics, adapting to the recipient); self-presentation (objectives, tools, concepts); awareness of one's own strengths and weaknesses in communication;

REQUIRED SKILLS:

Formulating clear messages; self-presentation; clear communication of knowledge; the use of basic tools of communication (active listening, paraphrasing, formulating questions); consistency of verbal and nonverbal communication; giving feedback; presentations and public speaking; fitting the style of communication to meet the needs of individual/group/team; directing the course of the discussion; creating one's own image; shaping communication style.

Interpersonal competencies:

KNOWLEDGE:

adequate functioning in social situations; elements of social psychology (group roles, conditions for group effectiveness, shaping attitudes); elements of motivation psychology (the complexity of the needs and motives, types of motivation, forms of motivating);

awareness of one's own needs and expectations of the individual/group/team work situations; awareness of one's own attitudes and beliefs affecting the style of individual/group/team work;

SKILLS:

assertiveness (refusing asking, polemic, accepting criticism); respecting boundaries in interpersonal relations; coping with stress; assertiveness in contacts with other people; conscious adjustment of distance in interpersonal relations; conflict management; coping with a variety of difficult situations of individual / group / team work; supervision;

Cognitive competences:

KNOWLEDGE:

awareness of the diversity of needs and preferences in learning and intellectual work; methodology of intellectual work (generating ideas, planning intellectual work);

SKILLS:

flexibility (adapting to the conditions); openness to learning; troubleshooting; analytical thinking (event monitoring, reasoning about the causes and consequences); creativity (generating solutions); innovativeness (generating original solutions); strategic and contextual thinking (integrated adaptation of solutions to the context of individual / group / team work);

Competence of the learning process and the achievement of results.

KNOWLEDGE:

understanding of the situation of coaching; understanding the boundaries between individual / group / team work; understanding the opportunities and constraints associated with the role of a coach; elements of memory and learning psychology; psychological aspects of change; intercultural aspects of the individual / group / team work; elements of coaching methodology;

SKILLS:

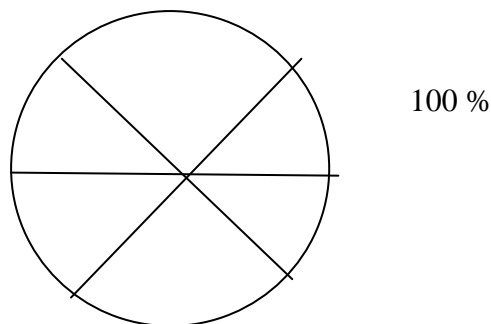
promoting a learning friendly atmosphere (non-judgmental attitude, permission for errors, motivating to experiment); sharing of knowledge relevant to the needs of individual / group / team; creating conditions for the activity and training of the skills developed; promoting openness to change; inspiring and motivating others; creating a learning supporting

environment; creating conditions for the implementation of changes in behaviour; coaching and development counseling.

Of all the coaching core competencies in education the most important are those relating to effective communication and to promoting learning and achieving results.

The circle of coach's competences

In making the analysis of a coach's resources and needs, you can use the tool - the circle of competences, based on self-reflection, showing the most important, from an individual point of view, competences. Assuming that competence is the ability of a higher degree - specific knowledge, skills and attitudes, defined as an attitude to a given situation or subject – the competencies that coach considers most important in life so far will be entered. Then he/she determines the level of their possession, on a scale from 0 (least) to 100% (the highest) on the circle. The closer to the circle border, the higher the level of competence.



During a workshop such task should be offered and it should be followed by a conversation about how the person dealt with it: whether he/she learned something about themselves, if there was something that surprised him/her in the image of the circle. The next step is to work on the future - *Imagine that it is the year 2020. How does your circle of competences look like now? What changed? Draw your new circle.* It is important to focus on asking open-ended questions that facilitate thinking and finding solutions.

Coaching Competencies:

1. Building a coaching contract.
2. Building a relationship between the coach and the client, the non-verbal, involvement, the presence "here and now", appreciation, curiosity.

3. Coaching communication which summarises, paraphrases, repeats and reflects. It includes reflecting listening, coaching questions, silence, direct communication (referring directly to the senses) and intuition.

4. Ability to use "strong" questions.

5. Determination, planning and achieving the objectives of the client.

6. Supporting the client's progress in learning and developing new behaviours through the use of multiple coaching tools.

The teacher-coach should explore the potential of his/her students, to create a world a part of which we all want to be.

Coach's competency profile - developing a set of qualities and skills important in the workplace. The assignment of skills to each task in the process of coaching:

Tasks	Skills
Extracting potential	Listening Asking questions Positive reformulation Discovery, naming resources Appreciating the actions taken
Expanding prospects	Confronting Showing consequences Feedback Including a new perspective: Yes, and ... Supporting in generation of ideas
Support In learning and achieving goals	Identifying strong ppints
Reinforcing in action	Praising Discussing failures Building customer engagement and focusing on his/her objectives Motivating to undertake actions
Managing the process and oneself	Focus on "here and now" Organising information Summarising

Diagnosis of emotions – discussing emotional states and their key role in coaching. How to recognise: fear, anxiety, anger, wrath, sadness, joy. What is their role.

Ability to organise time as the key to self-motivation. Principles of planning and organising tasks:

1. The rules of time management (7 techniques of managing oneself in time)
2. Determination of objectives and planning - what to pay attention to when formulating goals, how to construct a goal to increase the chances of its implementation (SMARTer principle, the principle of 60/20/20, short and long-term goals).
3. The rules of priorities management and techniques for determining the importance of tasks (Eisenhower's Diagram - the division of tasks into urgent, not urgent, important and unimportant, priorities management - Pareto principle in effective time management, ABC principle, the WARTO principle, Salami Method, specificity in assignment of tasks)

In planning *Seven Steps To Success* (by Bryan Tracy) can be used.

1. Decide what you want.

The first step is the decision what you really want.

2. Write it down.

The second step is to write it down accurately and in detail. Always think on paper. The objective not stored, is not an objective. It is only a wish and has got no energy.

3. Set time frame.

Thirdly, determine when you want to achieve your goal. It is the driving force for your subconscious. This motivates you to do things that are necessary to realise your target. If it is a big goal, it is good to set the dates for achieving particular steps toward the goal.

4. Make a list.

Fourth, make a list of everything that in your opinion leads you to achieve your goal. When you recall new tasks, activities, write them down completing the list.

5. Organise your list.

Fifth, organize your list into an action plan. Decide what you are going to do first, second and so on. Decide what is important and what is less important. Then write your plan on a new sheet of paper.

6. Start acting.

The sixth step is to take action according to your plan. Do something. Anything. But deal with it. Start now!

7. Do something every day.

Do something to achieve your goal every day. Do what is most important at the moment to achieve your goal. Develop the discipline of doing something 365 days per year that moves you forward.

Diagnosis of coach's emotional states - test the level of emotional intelligence.

Emotional intelligence - personal competences in the sense of the ability to recognise emotional states of oneself and others, as well as the ability to use one's own emotions and cope with emotional states of others.

According to Daniel Goleman emotional intelligence involves the ability to understand oneself and one's own emotions, direct and control them, the ability to self-motivation, empathy and abilities of a social nature. Emotional intelligence consists of:

1. Emotional self-awareness - the ability to recognise and understand one's moods, emotions and drives, and the way they affect other people. As a result, a coach manifests self-confidence, a realistic self-esteem and a sense of humor based on the distance to himself/herself.
2. Emotional self-control - the ability to control and redirect disruptive impulses and moods, turning on thinking before action. As a result, the coach is open to change, can deal with ambiguous situations, is credible in relationships with others.
3. Motivation - eagerness to work based on reasons that go beyond money and status. The tendency to pursue goals with energy and persistence. As a result, the coach has a strong focus on achievement, he/she is characterized by optimism, even in the face of failures, and organizational commitment.

4. Empathy - the ability to understand emotional states of other people, ability to treat people according with their emotional reactions. A coach demonstrates proficiency in developing and revealing talents of other people, intercultural sensitivity and focus on customers.

5. Social skills - proficiency in managing relationships and building social networks and the ability to find common ground and build a good relationship. As a result, the coach is effective in managing change and proficient in building and managing teams.

Emotional intelligence - case study:

Diagnosis of coach's professional burnout. The criteria for burnout and protective factors.

How to protect yourself against burnout. Remedies, including supervision

The burnout syndrome consists of three distinct symptoms:

1. Emotional exhaustion as the effect of giving psychological support for a long time and loss of faith in one's own abilities. This stage is manifested by psychosomatic disorders: fatigue, headaches, insomnia, excessive sweating, subfebrile.
2. Depersonalization, depreciating others, indifference to the needs and emotions of colleagues, a sense of meaninglessness, exclusion from social life.
3. Escalation of negative self-esteem, lack of satisfaction with the results and loss of control over the role, experiencing anxiety about the future, a sense of injustice and guilt, coming into conflicts with colleagues. Aggravation of psychosomatic symptoms.

Test "Are you threatened by a" burnout "?

Examine carefully the last ten months of your life. Have you noticed any changes in yourself or in your surroundings?

Preventing professional burnout - word cafe, each group presents their own proposals of actions:

1. Formulating realistic goals.

The goals you are going to pursue, should be ambitious and formulated in such a way to be able to give clear criteria for their implementation.

2. Verification of goals and establishing priorities.

If you have an opportunity to decide within a certain range about your goals, think about whether those you are aiming at actually correspond to those you really care about. Determine what is most important to you and do not try to please everyone. Perhaps it is necessary to change the area of activity, engaging in new ventures without "falling out" of the current professional role. Perhaps the only solution is a radical change. Proceed carefully however, burnout foster extreme inconsiderate reactions.

3. Positive reevaluation.

Adopt a "healthy perspective" recognizing the good side of the situation you are in. Do not exaggerate obstacles to overcome stress. However, do not hold back at all costs from negative feelings.

4. Do not overload yourself with responsibilities.

You do not have to be a perfectionist in every field. If you can, back off from certain responsibilities and learn to refuse accepting additional tasks, train assertiveness. Try to keep a certain distance to problems of other people. Do not be insensitive, but do not experience them too deeply and intensely. Shortly speaking, take care of yourself, and of other matters in which you are strongly engaged.

5. Life in the "two worlds".

When you are professionally burnout you tend to move emotional strain on family and friends relationships. Life is not, and cannot be, only professional work. Beside the fact that you are a professional, you play other social roles. Notice and appreciate them.

Supervision should be an opportunity for personal and professional development, it cannot be an assessment, or just giving mentoring advice. It should be a space for reflective learning. The prospect of reflective learning (D. Schon, Ch. Argyris) assumes that:

- real problems are complex, unique, unstable - "the scientific method" may be insufficient,
- we all have our own set of theories for different life situations (knowledge, experience, unconscious action),
- professionalism is the ability of conscious reflection on our own theories and their relevant application in a changing world and considering new possibilities,
- the sense of the supervisor and coach's work is an attitude of constant creative reflection.

EFFECTIVE COMMUNICATION COACH – STUDENT

2.1. The relationship coach – student.



Classical education assumed an asymmetrical relationship between the teacher and student, which was not conducive to the cognitive activity and creativity of students. The teacher had a dominant role, and his/her experience was the main power of authority. Technological development and access to multimedia resources caused that the role of the teacher as a sage lost its credibility. Transfer of knowledge, social, economic, civilisational

changes make the current generation function in a totally different reality.

The modern teacher can no longer be a determinant of knowledge and define the only right way of cognition. Currently the teacher is expected to inspire students to independent learning, making choices, finding their way in an ever-changing reality.

The teacher is supposed to equip the student in the ability of independent, creative thinking, the ability to assess the situation and move in the world of various meanings.

The main challenge for education is therefore the transformation of the educational system and learning to help the profession of the teacher regain its former authority, but in the new reality. One should accept the fact that sometimes the student is a master in moving in the world of modern technology and using cultural resources for his/her development.

The modern approach to education requires constructive dialogue between the teacher and student. Pedagogy of the future should be based on mutual respect and partnership conversation between teacher and student. Teacher resigns from the role of a conveyor belt that conveys knowledge and social values to the students in the form of ready to take pills.

The position of the teacher is changing from the role of an "oracle" to the role of a guide, partner, mentor, helping the young person set the direction of development, supporting him/her in the evaluation of the surrounding reality. This type of training requires the use of alternative methods of teaching - learning that contribute to activity and reflexivity in the activities undertaken. Undoubtedly coaching is a method that allows to explore the potential of the student and to support him/her in the development. The basic principle of coaching is to establish partnership relations and mutual trust, which can be achieved

by reducing the distance between the sender and the recipient. Coaching is therefore a method allowing for a sense of agency and self-reliance in achieving the goal. The method of coaching is rare in the educational system because of its associations with company activities. In schools, however, one can use tools used in coaching. The main technique here is dialogue conducted on the basis of questioning the other person in such a way that he/she can solve the problem or guide his/her work. Skillful questioning may indicate the areas on which a person should work and improve them.

Coaching is primarily used to identify strengths and weaknesses in such a way that a person can improve work and change wrong attitudes and habits in action. Establishing a closer relationship coach - student allows to penetrate the essence of the problem, determine the pattern of conduct and methods of operation so as to achieve the intended results, because in coaching helping students to acquire what they want without doing it for them, or suggesting them what to do, is significant.

Traditional teaching	Coaching
<ul style="list-style-type: none"> ▪ learning process is the transfer of knowledge "from teacher to student," ▪ the teacher determines the course of methodical action: the target, selects the topic, scope and method of implementation, ▪ universalism is used towards all students in programmes, textbooks, grading system, ▪ transfer of knowledge is adequate to the strategy of teaching adopted by the teacher, ▪ student must account for assimilating knowledge transmitted by the teacher, ▪ relationship teacher - student resembles the relation parent-child. 	<ul style="list-style-type: none"> ▪ the teacher and student mutually learn from each other, the student co-decides about the purpose and pace of implementation of tasks, ▪ each coaching process is unique and tailored to the student's learning strategies, ▪ for each student a personalized path to achieve his/her objectives is developed, ▪ the student decides about coaching goals and dynamics of tasks, ▪ student friendly attitude of the coach inspires him/her to "undertake an independent educational journey", thanks to which he/she discovers the meanders of new knowledge he understands and is able to use it for further development.

2.2. Communication skills of the teacher-coach as the motivating factor in the process of learning by students and in cooperation with parents.

The need to communicate is one of the most important psychological needs of each individual. Communication is the way to learn the world around, oneself, to communicate with people. Everyone has the right to communicate, what is only needed is a common code for participants of the communication process – a code that is rich in communication means, including sign language, dactylographic, ideographic signs, natural gestures. Currently, it is difficult to imagine a society that do not communicate with each other. Communication is the only way to exchange information, because a human being is a communicating, but also thinking, emotional and social entity. Interpersonal communication allows the transfer of not only the most necessary information concerning the fulfillment of basic needs, but significantly influences the behaviour of others. Positive communication between the sender and the recipient fosters building good relations and provides a healthy and supportive atmosphere. It also promotes engagement and loyalty in groups and organisations. Communication functionality is distinguished by the fact that it allows to explain, negotiate, manage and make decisions in many situations.

Information can be provided in the form of verbal and nonverbal messages - through facial expressions, body position, gestures, tone of voice, gaze and spatial distance. Thus, the process of communication is a dynamic flow of information from one person to another. Each of the participants of this process is both a sender and recipient. Good communication is the basis for an effective learning process. It is important that relationships in a group we work with are based on the principles of good communication, mutual listening and skillful expression of thoughts and emotions. Giving and receiving feedback has got a big influence on the quality and effectiveness of communication in the learning process of students, which may affect in a motivating or discouraging way taking on challenges.

Communication is the ability to exchange information between teachers and students, and to understand their intentions and feelings. Communication is an essential skill expected of teachers.

One way of solving the problems with student behaviour is establishing appropriate relationships with them through effective communication. It is essential for the effectiveness of this process to possess communication skills - understanding of the process, its rules and then using them in relations with students, parents and other persons.

Thus, an important aspect of the work with the student is interpersonal communication. To a large extent, the effectiveness of the process in the class team will depend on the ability of the teacher to communicate effectively with others, to influence the development of good interpersonal relationships and support groups in effective execution of tasks.

The effect of interactive and transactional nature of the communication process is the creation of immediate feedback in the form of verbal and non-verbal signals.

Communication is always of bilateral character, which means that the participants of the process always talk to each other and exchange roles of the sender and recipient.

The full process of communication should take place in two directions. On one hand, the sender forwards the message, on the other the recipient responds to it sending back the message to the sender. Communication is an exchange of information and, therefore, it is a two-way process in which at least two people participate actively.

Two-way communication - motivating dialogue.

Motivating dialogue. Main assumptions. Organising a role-play by the teacher. Discussion. Techniques to motivate others. Getting to know and exercising. Motivation - theoretical issues. Types of motivation.

Two-way communication in a motivating dialogue is a particular way of contact with another person. In the course of such a conversation responsibility of the participants for their decisions is built, and their internal motivation to change inappropriate behaviour is strengthened, but they also discover the potential to change their behaviour to foster their development.

In a two-way communication there is a feedback between the sender and recipient. The teacher is psychologically closer to the person / group and not only provides information, opinions, but his/her attitude encourages students to ask questions, express their own opinions. Two-way communication is more efficient because the feedback allows the sender to refine and clarify the message. Recipients, thanks to the ability to ask questions, express themselves, better understand the message, which increases their self-confidence and promotes motivation to participate in a constructive dialogue.

Motivation is a key factor in the course of interpersonal communication.

Motivation is the driving force of all activities, especially the inner motivation (self-motivation), that's why we have a continuous need to strengthen it. A reason is the inner impulse determining quest for a set goal and its implementation. Motivation to work includes on one hand, internal reasons that guide the student, and on the other is a phenomenon that enhances his/her energy and facilitates the way to the target. So the teacher / trainer should play a role of: a guide, diagnostician, manager, facilitator. That's why communication between teacher and student is so important; in fact it has a significant impact on changing their behaviour as well as produces new behaviours, which is important in educational work.

Motivating is a summary of all the activities of the teacher, which strengthen support and assistance through the challenges posed to him/her. Consequently, they lead to gaining maximum learning outcomes, increasing self-esteem, assertiveness, changing attitudes and developing.

Motivation consist of two elements: on one hand, includes inner reasons of the individual, and on the other is a phenomenon that strengthens us, gives us energy and focuses our attention in order to reach the target.

From the point of view of the motivation process it is important:

- what motivates you: what factors motivate a person to certain actions,
- how and by what targets individuals are motivated,
- how to reinforce positive behavior.

The teacher should act as:

- a guide (plan activities, and adjust instructional strategies),
- diagnostician (track, compare achievements, identify needs),
- manager (create the right environment to work),
- facilitator (help in building goals and aspirations).

Motivation is a state of being ready to take a specific action. The state in which an individual is committed to the implementation of plans, dreams, wants to work and learn. Therefore, the goal must be attractive for the student and adjusted to his/her abilities.

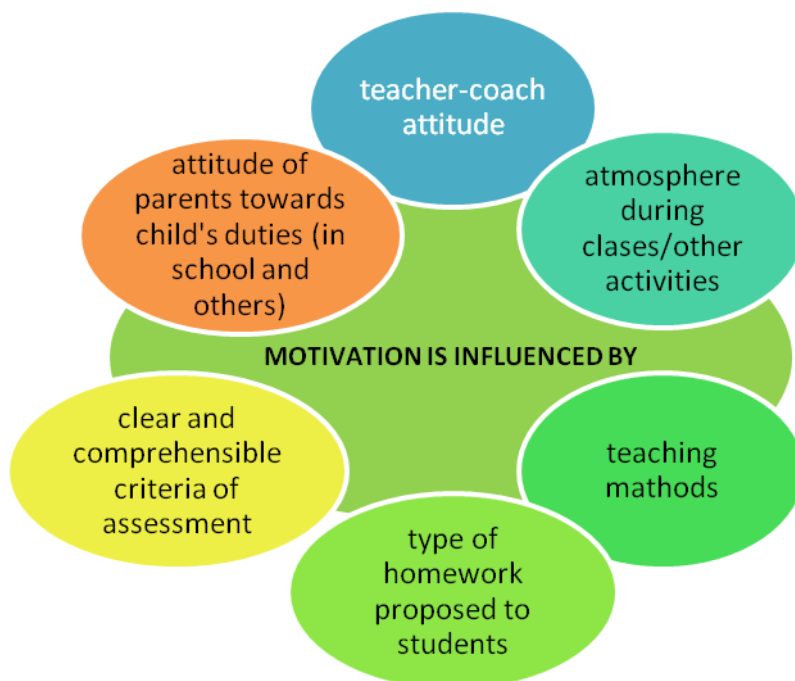
MOTIVATING FACTORS

- precisely formulated learning objectives;
- teaching content has a strong influence on the course and results of the work;
- way of presenting the content

DISCOURAGING FACTORS

- belief that it will not work, or fear of failure;
- waiting for too long time for results of work;
- excessive mobilisation for the task.

Negative motivation	Positive motivation
<ul style="list-style-type: none"> ▪ mechanism, which is based on different kinds of penalties related to behaviour of the kind "the pursuit from" which means evading, ▪ the closer the punishment, the more visible is evading. It causes anxiety and thus encourages such activities which will let avoid punishment. 	<ul style="list-style-type: none"> ▪ related to the behavior of "pursuit" - the closer is the promised prize the stronger is behaviour, ▪ personal motivation is to enable the student to meet the needs at a better level than before



External motivation - inducing needs through the use of rewards and punishments, informing about the possibilities contained in all sorts of situations and manipulating these possibilities.



Rewards and punishments	Specified in the regulations of e.g. school. Should be used together, with the majority of rewards, never – only punishments or only rewards.
School grades	The motivation for work are positive grades, appreciating the work of the student. Constant negative assessment discourage students from learning and destroys faith in their own abilities.
Teacher's personality	Cheerful, smiling, friendly, fair, forgiving, calm, but demanding and consistent teacher shapes positive attitudes of students towards learning.
Influence of classmates	Positive attitude towards learning of all students in the class / group mobilises to work individuals who care for the opinion of classmates and try to equal them
Family environment	Parents interested in their child's results of work, facilitate learning at home, interact with the teacher, play a positive role in consolidation of learning motivation.

Inner motivation – pursuing satisfaction of needs.



The need to acquire knowledge	It is an inborn feature possessed by all children, who learn spontaneously and want to know everything and explore.
Interest in school learning	Is triggered by appropriate methods of teaching, freedom of interpretation and assessment of the issues discussed in class, appropriate teaching aids, as well as teacher's personality – his/her ability to transfer knowledge in a dynamic and interesting manner, tolerance.
Teacher's personality	Cheerful smiling, friendly, fair, forgiving, calm, but demanding and consistent teacher shapes positive attitudes of students towards learning.
Influence of classmates	Positive attitude towards learning of all students in the class / group mobilises to work individuals who care for the opinion of classmates and try to equal them
Family environment	Parents interested in their child's results of work, facilitate learning at home, interact with the teacher, play a positive role in consolidation of learning motivation.

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Coaching as a method of supporting development of children and youth | paź

Exercises on one's own motivation. The most effective motivational techniques.

Test "What motivates me." Types of motivation:

Ambition - uniqueness, signs of distinction, luxury, prestige, image, generally recognized positions.

Security - guarantee, safety, durability, popularity, certificate, proof.

Novelty - new technologies, achievements, fashion, change, creativity, trends.

Comfort - benefit, cosiness, ergonomics, adaptation, functionality, simplicity.

Money - saving, investment, profitability, profit, assets, benefit, a good business.

Attractiveness - originality, pleasure, cozy atmosphere, company, comfort, family.

Set educational goals can be achieved only when the message reaches the recipient, when it is received and understood. The most spectacular act of the teacher and student in the course of the educational process is language communication, which lasts from the moment the teacher enters the classroom till the end of the lesson. Dialogue within one teaching situation has its inner drama, its pace, logic, emotional temperature and syntactic and grammatical correctness. Gestures, facial expressions, tone of voice, even pauses supplement understanding of the message. Emphasizing one's own relation to the message, giving it a possible personal and emotional tone - associated with the expressive function of language - directs teacher's language behaviour towards skillful expression of his/her personality and expression of the role of the teacher. And the inclusion of the appropriate use of non-verbal communication systems strengthens all the functions of language and expression of communication education. This often determines whether and to what extent the intentions of the teacher's language message will be interpreted and received by the student.

Excellent communication means that the recipient does not distort in any way the intention of the sender. The factors fostering effective communication are conciseness and logical course of speech, expressing a positive attitude towards the topic, information about one's own positive and negative thoughts and feelings during the conversation, open questions, paraphrase (brief summary of the interlocutor's message to express interest, clarify doubts), presenting one's own point of view as an opinion, not criticism of the opinion of another person, showing acceptance.

Active listening is important in the process of communication. It consists in respecting the interlocutor, confirming that he/she is listened to, not disturbing the course of speech with the so-called good advice, comments directing the course of conversation to ourselves, using verbal signals confirming listening, showing empathy. Active listening is showing interlocutor acceptance, affection and warmth. It helps the speaker precisely realise what the problem is. Good listening skills require interest and following the course of speaker's message.

It is expressed in the focus of attention on the person and the content of the conversation by:

- looking toward the speaker,
- maintaining eye contact,
- gentle encouragement to continue conversation,
- not disturbing or distracting during speech.

The ability to listen is one of the most important elements of interpersonal communication. Listening, and especially careful listening, is an excellent way of collecting information, expanding knowledge, making contact with other people and understanding different points of view. However, it requires time and considerable effort.

How to be an active listener?

When you listen:

- Keep engaged posture, when sitting tilt slightly forward,
- do not play, do not wriggle, do not turn away from his interlocutor, do not check every now and then your mobile phone (and, of course, do not send text messages!),
- most of the time try to look at your interlocutor (in the eyes and face).

When you listen carefully, also try to keep up the conversation:

- by using opening phrases such as: "Do you want to talk about it?" "Tell me about it,
- through verbal or non-verbal signals that you are interested (smiles, nodding, compassionate face expression, phrases like "yes", "I see").

During the conversation:

- do not criticise,
- do not turn attention to yourself,

- remember about keeping silence,
- let the other side speak.

Barriers hampering listening:

- filtering - we listen selectively, filter information, wait for what confirms our point of view (all that we disagree, we reject),
- comparing – we compare ourselves with the interlocutor, we assess,
- guessing - we know in advance what our interlocutor is going to say (and so we break in and we finish the message),
- preparing answers - we focus only on what we're about to say in a moment (typical of shy persons, who rarely speak in public or during meetings, discussions, etc.),
- judging – we react schematically ("I know what I can expect from you," "you cannot surprise me"),
- associations - what our interlocutor says is associated with our experiences, that's why we do not listen, indulging in memories or recalling old emotions,
- winning somebody over- we listen in order not to lose the thread, but we stray away, do not get involved, but manifest an attitude of interest ("absolutely, definitely, I agree completely, of course..."),
- giving advice – we listen only at the beginning, then try to find advice for the interlocutor (the syndrome of "Polish mother" or an individual "I know best"),
- changing the subject - reluctance to talk about certain subjects, escape into jokes, mockery, evading,
- opposing - practiced by ironic or not self-confident individuals can take two forms:
 - stopping somebody's mouth - saying malicious things, which discourage the interlocutor from continuing conversation,
 - discounting - we hear a compliment and immediately deny it or belittle its value ("I look nice? Oh that's not true! Look at those bags under my eyes."),

- conviction about being right - lack of agreement on other than my point of view, I do not accept criticism or opposition (type "I know everything best").

Active listening – is not only listening carefully but also thinking and providing feedback, i.e. information about how we react to the behaviour of other people. Thus we help a person to gain knowledge about our feelings and opinions about his/her actions, compare what he/she said with what the recipient heard. Obtaining such information is possible through the use of active listening techniques: mirroring, paraphrasing and clarification.

- **Mirroring** - we tell the interlocutor what feelings, in our opinion, he/she is experiencing, for example. "I think you're not happy," "I think you are really engaged."
- **Paraphrasing** - repeating in your own words the meaning of heard message, making sure that everything was understood properly. It is not a literal repetition of the message, but discussing what the essence of the matter is. Paraphrase starts from: "If I understood correctly you ..." "You mean ..." "Do I understand correctly that ...?", "So you mean that ...?", "Do you think ...?" "I would like to understand. " Paraphrase should be brief, do not add conclusions, comments and opinions. You can ask ("Do I understand correctly that ...?"), do not question (conversation cannot resemble an interrogation, detailed questioning shows a lack of confidence), from time to time you should summarise. Thanks to paraphrase we gain a better understanding of a given message, we send a signal that we are listening and want to understand the speaker. We should subdue emotions, the sender has the opportunity to get an idea of how his/her words are received.
- **Clarification** – we address the interlocutor asking to focus on the most important matters, for example. "I know that all this is important to you, but what are you going to do?".

Communication when the sender and recipient apply principles of active listening makes contact more complete, it is easier to jointly undertake any task requiring solving complex problems.

The ability to be an active listener is an important part of coaching. During the conversation, most people want to be able to show their own ideas or try to contribute to the

conversation, but do not try to listen. The coach listens not only to the words and the voice of the speaker, but also listens to his/her emotions.

Feedback

Direct communication is primarily the ability of clear, comprehensible and direct use of feedback. Feedback may include both praise and indicate what needs to be improved. Its aim is to provide knowledge about the behaviour and actions in such a way that the recipient retains a positive attitude to himself and to what he does. This can apply to both professional and personal sphere.

Useful feedback is:

- granted prudently and for the benefit of the person we address,
- delivered with care, commitment and respect for the person,
- desired by the recipient. Feedback has the greatest effect if the recipient himself asks for comments, addressed directly to the person,
- precise and refers to specific events and behaviours,
- fully expressed. Apart from facts it also includes feelings and shows the effect the recipient's behaviour exerts on others,
- free from assessment - it is an opinion,
- up-to-date - provided immediately after the event to which it relates,
- understandable for the recipient - focused on forms of conduct that the recipient can change.

Moreover, in direct communication, the coach reformulates and strengthens messages to help the client look from a different perspective at what he wants or what he is not sure, and when necessary uses metaphors and analogies to illustrate a point of view or sketch a verbal picture.

In the classroom the teacher often assumes the role of the speaker and the students of listeners. In coaching the teacher asks questions to encourage students to look at the matter differently, because the reasoning of students is not assumed to be more wrong than the teacher's, though their thinking, action or activity often differs from the generally accepted "norm".

Teachers need to talk to students, must have knowledge about whether their style of work is adapted to the potential of the student and the content they present is understood.

Teaching and learning is a continuous process of communication, teachers can motivate not only by words but also by their behavior and expressed nonverbally attitude to the students. Unfortunately, still the dominant style of communication in the classroom is one direction model. The teacher speaks, asks questions, poses problems. The student fulfills his/her role well when sitting quietly, and responding when asked. During the course of open classes a habitual pattern of communication manifests itself, and the students "fail", they are reluctant to speak to the class, cannot ask questions and define the problem. It is the result of learned one-way communication.

It is wrong to accept the assumption that the teacher as the expert knows everything, and the student as a listener does not know anything. Two-way communication is not a monologue or speaking to a mirror, it is a dialogue with a living being - thinking and feeling. **The rules of effective communication.** Communication model. Barriers to effective communication. Practicing proper communication. Role play of improper and proper communication. Comparison. Message YOU type, message I type. Practicing skills. Communication ears by von Thun - individual test.

Work with resistance - possible difficult situations and ways to overcome them. Sources and forms of resistance. Five steps to deal with resistance by John Enright.

Resistance at the individual level should be understood as a desire to maintain the existing situation on the part of the individual. Sources of resistance can be divided into three categories:

- Habits and stereotypes.
- Emotions.
- Information received.

John Enright divided all kinds of resistance and obstacles in work with other people into 5 groups:

1. The lack of desire to participate in coaching.
2. Not setting a specific goal of coaching.
3. Client's belief that the desired state is impossible to achieve.
4. The belief that the coach is inappropriate for the customer. Lack of confidence in the coach.

5. Possession of other conflicting goals by the customer.

According to him, customer's resistance can be assigned to any of the above groups.

Enright treats the opposition as a situation in which the customer knows "something" the coach does not know, and the task of the coach is to discover this "something" as soon as possible.

By working out each group of resistance we can achieve work without resistance. Only then the coach can work effectively with the client.

Specifying in groups when there is work without any resistance:

1. The client wants to be involved in coaching.
2. A specific goal of coaching is set.
3. The customer is confident that he/she can achieve the desired state.
4. The customer is convinced that the coach is right for him/her despite his/her shortcomings. The client trusts the coach and believes that the coach is able to help him.
5. The customer has got no other conflicting goals.

Working out resistance means getting it to know by both the coach and the client. It is important that the client understands he/she has such and such a resistance, and is afraid of certain things. The coach cannot tell the customer you have such and such resistance. Such behavior can only strengthen the resistance and rebellion against the "commanding" coach.

From the psychological perspective resistance to change is a way an individual deals with the change, and in particular with uncertainty that this change brings.

The main problem areas in the relationship coach - student can be determined as follows:

- personal (emotional and motivational bond),
- intellectual (knowledge transmitted and similar interests),
- organisational (eg. the form and frequency of meetings).

Including these areas in the master-student relation in today's school is a challenge. Thus, all changes should support creation of a good climate for establishing a good relationship between students and teachers – coaches.

Stress - what it is, how it works and how to deal with it.

The term "stress" usually has a negative connotation, but it is not always bad for us. There are two types of stress: eustress (positive stress) and distress (negative stress, perceived

as a nuisance, annoyance). The main difference between them lies in the fact how they influence us. Stress operates primarily in our consciousness. At the beginning it is a thought that turns into a physical reaction. The way in which we perceive stressors has the greatest impact on the level of stress and reactions to it.

A stressor can be any change in the surrounding world or/and the change of our physical or mental condition. In a stressful situation the ability to control our reactions weakens. Reaction to stress can be revealed at the level of our behaviour, emotions, thoughts and physiology.

Stress - techniques for coping with stress - exercising skills. Examples of techniques/strategies for coping with stress:

- Count slowly to ten.
- Focus on your breathing. Breathe slowly through the nose and release air at the same pace.
- Do not make important decisions when you're stressed.
- On a piece of paper write down everything you know about this problematic situation. In this way you organise your thoughts.
- Talk to someone. To a person who can support you and can help you find the right solution. You may discover that you have a completely different view of the situation.
- Consider different ways of looking at the situation and choose the one that is the least stressful.
- Think about your priorities. Maybe you are stressed by something that is not really important for you?
- Do not waste energy on things you cannot change.

Assertive behaviour - exercising skills.

Assertiveness - saying "no" as a form of taking care of your own needs and setting limits. The concept of limits in interpersonal relations. Communication in difficult situations. Reconciling conflicts, seeking solutions. The specificity of a conversation with a teenager - what characterises the language of young people. What to do and what not to do, to communicate with a young person.

The rules and limits - a theoretical description of the issue. Application of principles and limits as an important educational and therapeutic mean of shaping attitudes. What is important in determining the rules and their implementation. Consistency as an integral part of setting limits. The starting point are exercises concerning limits.

In the process of communication and active listening the ability to ask questions is also important.

Thanks to it we obtain specific information or bring up a constructive dialogue.

Why ask questions?

- asking, it is harder to make a mistake, indiscretion,
- questions allow to get to know and understand the speaker,
- through questions we build bonds,
- by questioning we show respect for the speaker.

Types of questions:

- open-ended questions - "what, why, who, how, when, why?", Allow for free response and understanding the perspective of the person being questioned. They also provide a lot of information, but beware of talkative persons- they will respond without end,
- closed questions – they limit or control the interlocutor, but they are needed to establish facts, make decisions; answers are short and specific (possible "yes, no"). Thanks to closed questions, we can quickly move forward, but we must also be aware that we do not know too much,
- hypothetical questions - occurring e.g. during loose conversations or interviews ("if", "assume"); they help you to understand the thought processes of your interlocutor,
- questions with limited choice - forcing the interlocutor to choose between a couple of solutions (ie. the apparent choice, asked when we want a person to have a sense of making his/her own choice in a situation of restricted choice, "Johnny, will you eat a tomato or chicken soup?").

2.3. Ways of solving problems relating to difficult situations In relation the coach-student.

2.3.1. Agios Spyridonas Special School, Larnaca.

New and innovative methods of educational work, which include coaching, are designed to help educators create situations of **social interaction** in order to create new communication ways not always in a formal and traditional way but also in an alternative approach.

In Special Education, Social interaction is linked to student achievement and social development. It is also associated to the emotional support, classroom organization, and instructional support.

Emotional support refers to the ways teachers help special needs children develop warm, supportive relationships, experience enjoyment and excitement about learning, feel comfortable in the classroom, and experience appropriate levels of autonomy or independence. This includes:

- **Positive climate** — the enjoyment and emotional connection that teachers have with students, as well as the nature of peer interactions.
- **Negative climate** — the level of expressed negativity such as anger, hostility or aggression exhibited by teachers and/or students in the classroom.
- **Teacher sensitivity** — teachers' responsiveness to students' academic and emotional needs; and
- **Regard for student perspectives** — the degree to which teachers' interactions with students and classroom activities place an emphasis on students' interests, motivations, and points of view.

Classroom organization refers to the ways teachers help children develop skills to regulate their own behavior, get the most learning out of each school day, and maintain interest in learning activities. This includes:

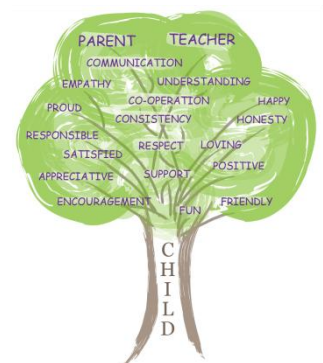
- **Behavior management** — how well teachers monitor, prevent, and redirect misbehavior.
- **Productivity** — how well the classroom runs with respect to routines, how well students understand the routine, and the degree to which teachers provide activities and directions so that maximum time can be spent in learning activities; and.

- **Instructional learning formats** — how teachers engage students in activities and facilitate activities so that learning opportunities are maximized.

Instructional support refers to the ways in which teachers effectively support students' cognitive development and language growth. This includes:

- **Concept development** — how teachers use instructional discussions and activities to promote students' higher-order thinking skills and cognition in contrast to a focus on rote instruction (.).
- **Quality of feedback** — how teachers expand participation and learning through feedback to students; and
- **Language modeling** — the extent to which teachers stimulate, facilitate, and encourage students' language use.

".....and why it matters" by Emma Owl (5)

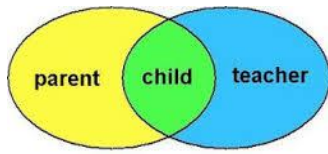


PARENT - TEACHER Relationship Tree

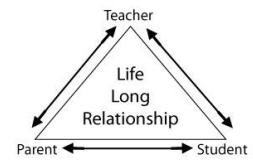
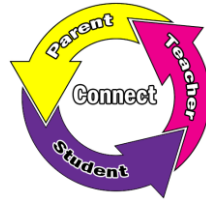
Special School In Larnaca, making use of the above mentioned areas which are important in social interactions, is struggling to establish a common ground and understanding among students and teachers but at the same time to actively involve the parents and the family environment of the students. For this purpose parents – teachers – students' workshops are organized all year round (4 times) where parents are invited at school and have the chance to spend a whole day at school participating actively in their child's scheduled educational activities. This builds up effective communication bridges and understanding as it is fundamental to support student learning. In addition to that outdoor activities with the parents such as bowling day, cycling, a day in the salt lake and field trips are organised. An interesting way of work is a tree of teacher-parent relation.

In the trunk there is a child in the crown - the teacher and parent, whose characteristics are: communicativeness, empathy, understanding, cooperation, pride, responsibility, consistency, honesty, cooperation, happiness, care, respect, satisfaction, affection, appreciation, support, positive attitude, friendliness, fun, encouragement.

"Become a Room Scholar" Metrowest
Elementary Scholar(7)



"Parents must do more than just buy school supplies" by Subdah Chainer (6)



(8)

The main philosophy that accompanies the teachers is to share the same dreams and goals with the students and their families and all together to appreciate the common social and educational achievements as a result of the common cooperation in a lifelong relationship.

2.3.2. Technical School of Limassol.

Success in classroom for the teacher starts first from his relationship with the students and then his ability to coach and teach the students.

Each teacher has his own techniques to communicate with the students and that depends with his own character and personality.

There are several ways and means to achieve a good relationship with the students. You just have to find the ways that apply to your own personality.

WAYS AND MEANS

Don't argue and question.

Teachers usually want explanations from difficult students for their behaviour. Angry students who dislike their teacher never improve their classroom behaviour. Start with a conversation about the problem, with all the class participating. In this way you will avoid confrontation with the student.

Don't lecture, scold, or yell.

Lecturing, scolding, and yelling will cause all students to dislike you, but when you direct your critique toward one particular student, it can be especially damaging. Creating friction between you (the teacher) and your most challenging students virtually guarantees that their behaviour will worsen.

Discuss.

Build a relationship with the students through discussion and observation of every problem that arises in the classroom. Make them work collaboratively to solve the problem.

Don't give false praise.

Teachers often shower difficult students with praise for doing what is minimally expected. But because these students can look around at their fellow classmates and know that it's a sham, false praise doesn't work. Instead, give only meaningful, heartfelt praise based on true accomplishment.

Don't hold a grudge.

Whatever students say, don't hold a grudge. They need to know that you are fair with all, and let them know you're happy to see them first thing every morning.

Don't lose your temper.

When you let students get under your skin and you lose emotional control, even if it's just a sigh and an eye roll, you become less effective. Your likeability drops. Classroom tension rises. And when difficult students discover they can push your buttons, they'll try as often as they can..

Don't ignore misbehavior.

Given that there is an audience of other students, ignoring misbehavior will not make it go away. It will only make it worse. Instead, follow your classroom management plan as it's written. If a difficult student breaks a rule, no matter how trivial, enforce it immediately.

Build a trustful relationship.

Everything hinges on your ability to build trustful relationships with your students. Make them respect you first and then they will trust you.

Improve student outcomes

Focus on improving student outcomes, especially the difficult ones. Even small improvement is better than none.

Team work

Make students with different behaviour work together and give the role of the leader to a difficult student. He will try to show his abilities to the rest.

Creativity

Give them projects that they will use their creativity. Chose projects that you know that difficult students like and they will achieve more.

Brainstorming

Solving problems with the Brainstorming technique will make everyone participate and feel useful and part of the class.

Planning

Create a plan for building good relationships not only between you and difficult students but among the students themselves.

2.3.3. The Non-Public Youth Educational Centre in Węgrzynów.

Difficult situations, including interpersonal relationships, require special attention in the work of teachers in Non-public Youth Educational Centre in Węgrzynów. Each situation is individual, and the procedures must be appropriate. Teachers working there use the method of 6 Steps, called a constructive confrontation. It is not effective for all students and in all situations, however, it brings desired results.

Step 1. Statement of facts.

The teacher begins by stating what the facts are, no emotions, nothing is assessed. The teacher can say, for example, "Magda, just now you said that ..." or "Sandra kicked the litter bin ." It is important that this statement describes pure, objective fact, as if recorded by a video camera. Step 1 is to allow the teacher and the student to agree on what happened. A special feature of the first step is care and sensitivity, to increase the chances of obtaining optimum results.

Step 2. What I feel.

At this stage, the teacher shares what he/she feels (in relation to the behaviour described in Step 1) directly with the student, who is involved in the situation. In this step, honest and direct expression of feelings usually "humanises" the exchange and increases the chance of a positive outcome. Many teachers are afraid that if they share their feelings with the students they will deprive themselves of their power. They think that this will diminish their authority. And the opposite happens. The expression of feelings is a very strong strategy to deal with difficult students.

Step 3. Why do I feel this way.

The third step in a constructive confrontation is to show the student what is the tangible

result of his/her behaviour in relation to the teacher or other students in the class. Invariably use the word "because". The teacher shows the student, in a practical way, that his/her actions have negative consequences. If, for example, a student is talking during classes, the effect may be such that others cannot concentrate on the tasks being performed.

Step 4. We have got a problem.

The fourth step is a simple statement that "We have got a problem here and we need to work together to find a solution which we can all agree on."

Step 5: Silence.

It may be difficult for the teacher to keep, but allows the students to bring something into discussion at this point, if they wish. Perhaps the students will want to vent their feelings, and it is good to let them do it. However, the teacher is not allowed to get distracted, he/she must be focused on a common objective, which is to find a solution to a common problem.

Step 6: What can we do to solve the problem?

This last step includes working out, together with the student, a solution to the problem. It may be an apology and compensation for the damage suffered. Or this may be determining what all need.

The teacher should refrain from telling students what to do. It is better if the student suggests how to solve the problem, so that everybody is satisfied. He/she may need help to realise the scope of the problem and the efforts that he/she will have to take to fix it.

How to evaluate the method of dealing with conflict teacher - student? How can we evaluate the success, or lack thereof, of any teacher's intervention, when confronted? Certain criteria should be adopted in school to evaluate the success or lack of success.

2.4. Team Coaching.

Team coaching is an act of leadership and is one of the fastest growing markets in business. Organizations are hiring coaches to work with their teams, and team coaching is not the same as individual coaching.

Team coaching is one way to reach more leaders because it is cost-effective and improves team performance. Modern research on teams shows that collaborating in teams increases motivation, effort, and productivity.

Team leaders engage in many different kinds of behaviors intended to foster team effectiveness, including structuring the team and establishing its purposes, arranging for the resources a team needs for its work and removing organizational roadblocks that impede the work, helping individual members strengthen their personal contributions to the team, and working with the team as a whole to help members use their collective resources well in pursuing team purposes.

Team Coaching is time and resource intensive and is just one component of the menu of reflective practices used by highly skilled teachers which may include some other methods using coaching techniques:

1. Individual Reflection Methods.
2. A Self-Contracting.
3. Portfolios.
4. 4.Journal-Writing.
5. 5.Case Study Writing.
6. 6.Professional Reading and Writing.
7. Formal and Informal Study.

You can also use Partner Reflection and Reflection Methods with the participation of another person/in pairs:

1. Learning Buddies.
2. Mentoring.
3. Appraisal,Interviews.
4. Peer Coaching.

Small Group Reflection and Assessment Practices:

1. Action Research.
2. Study Groups.
3. Peer Support Groups.
4. Professional Dialogue Groups.
5. Electronic Networks.

6. Labsites (Collegial Learning).

Large Group Reflection and Assessment Practices:

1. Assessment Centres.

2. Exhibitions and Panels.
3. Presentations.
4. Professional Development Schools.
5. Teacher Centres.
6. Teacher Institutes.
7. Partnerships.

In group coaching, especially in coaching adults (teachers) a model by David Kolb (1984), one of the basic models of adult learning based on experience, can be used successfully.

Kolb distinguished four steps in the cycle of experiential learning:

1. **Specific experience** forming the basis for the next step, namely observation.
2. **Observation and reflection** on the experience incorporating multiple perspectives.
3. **Creating abstract concepts and generalizations.** The combination of experience (1) with observation and reflection on it (2) which in turn should lead to the creation of a new quality. Thereby the current mode of operation is being improved.
4. **Testing implications (implementation)** of a new course of action in new situations. Creating new experiences.

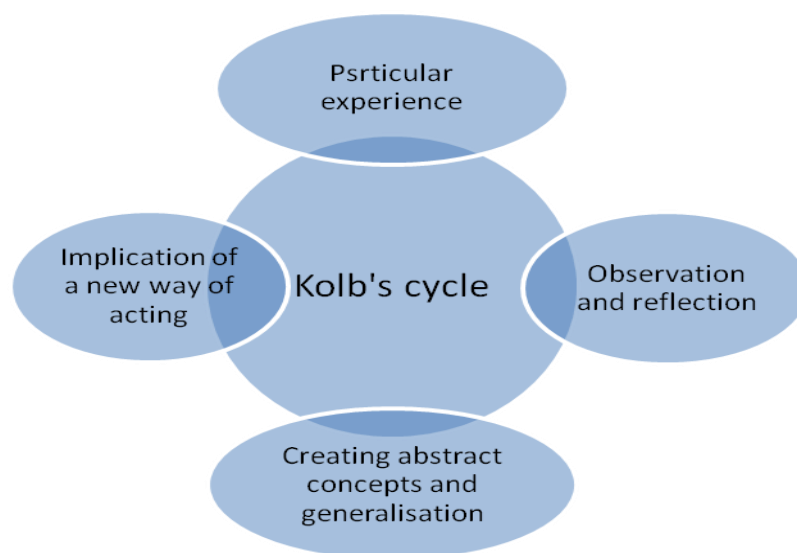


Figure 1. Kolb's model of learning through experience. (source : Knowles Malcolm S., Holton Elwood F., Swanson Richard A. (2009), Edukacja dorosłych. Podręcznik akademicki, Warszawa, Wydawnictwo Naukowe PWN).

Four distinct preferences of learning are assigned to these four steps in the Kolb's cycle:

1. **Specific experience** - learning through experiencing real situations, demonstrations, simulations and case studies.
2. **Observation and reflection** - through discussions, working in small groups, group meetings, supervision, or designating observers.
3. **Abstract Conceptualisation** - sharing elaborated concepts.
4. **Active experimentation** - through practical application of the modified action in the workplace, during an experiment, internship or apprenticeship.

This model is widely used in practice. Reflective learning in action focuses on improving the quality of past performance by improving, continuous practising of new solutions and drawing conclusions for the future.

Based on the David Kolb's cycle, Sara Thorpe and Jackie Clifford offered one of the most popular models of coaching, making adaptation of this way of learning. According to the authors, conducting coaching is going through six stages that allow fast and efficient achievement of objectives.

The successive steps are:

1. Establishing the overall needs and objectives of coaching.
2. Agreeing on specific objectives of coaching.
3. Developing a detailed plan of coaching.
4. Execution of the scheduled task or activity.
5. Assessment of actions and planning better functioning.
6. Ending coaching or repeating steps 3-6.

Coaching work focuses on the use of positive language.

We work according to the principle: say what you want, not what you do not want to have.

Objectives should be formulated by defining what we could do better, not what we do wrong, e.g. : "The existing ways of preventing leaving education do not work" or "Cooperation with parents from our school practically does not exist" should be replaced by "we will increase the frequency of methods activating students in order to raise their motivation to learn " or "we want to increase the involvement of our students' parents in the school's educational activities. "

The purpose of coaching is to help the team / individual in the transition from the place in which they are now to the place where they want to, or just need to be. It helps to use acquired knowledge in practical solutions, bringing closer to the realisation of the set objective.

The results of coaching are: precisely defined goals, optimisation of operations, better decisions, better use of internal and external resources.

The coach provides an opportunity to express beliefs and attitudes. He/she supports in the search for solution to the problem without imposing his/her own ideas. The coach is aware that responsibility for the objectives and their implementation rests with the individual/team. The coach is a facilitator and moderator of the meeting, and his/her role is to help and support in action.

In group work, it happens that some of the difficult issues are "swept under the carpet"; a coach tries to bring them out and directs the energy often used for mutual blaming, justifying, telling what you cannot do, explaining why someone did something or did not do to specific action, to work with real problems (A. Grzymkowska, 2012, p. 4 - 6).

GROW MODEL. 4MAT MODEL BY BERENICE MC CARTHY

3. GROW Model. Model 4 MAT Berenice McCarthy.

3.1. GROW Model - as a method of coaching work.

Coaching is a structured process of conversation focused on achieving the objectives, aimed at the releasing positive energy with change (Rzycka i Porosło, 2012).

The GROW Model (or process) is one of the most established and successful coaching models. It was created by Alexander Graham, Sir John Whitmore and other colleagues in the 1980s. The GROW Model was used extensively in corporate coaching in the late 1980s and 1990s and is globally renowned for its success in both problem solving and goal setting, helping to maximise and maintain personal achievement and productivity.

GROW Model may be better suited to working in goal-directed areas of sports or business, but may be less well suited to careers conversations, person–role fit or life-coaching conversations where other approaches such as the transpersonal or existential approaches may be more helpful. It forms the most common basis of coaching in many organizations and universities globally. The GROW Model is now one of the most popular principle pillars

utilised within the international coaching community as a whole, due to the outstanding results it helps people to achieve personally and within global organizations

GROW Model shows how it is possible to grow not just performance but also learning and enjoyment. Individuals become more aware, more responsible and gain a powerful sense of purpose in their work.

The GROW Model is an acronym standing for (G)goals, (R)eality, (O)ptions and (W)ill, or (W)rap up, highlighting the four key steps in the implementation of the GROW Model. By working through these four stages, the GROW Model raises an individual's awareness and understanding of:

- their own aspirations,
- their current situation and beliefs,
- the possibilities and resources open to them,
- the actions they take to achieve their personal and professional goals.

Goal (G) that we are interested in is the development of competences. Determining the goal is the foundation of the entire coaching process. In order to define a goal Reality can be helpful. In this phase, we are talking about a situation in which a coachee is and about the issue, which is subject to change. The aforementioned scales can be a tool for measuring competence, they can serve to examine the current situation.

Options. In this part the coach and coachee are looking at action options, the coachee chooses the best to achieve the objective, which is an increase of competences.

Wrap up / will. Before the session is finished, you should plan what the coachee is going to do; it can be a list of specific tasks. It is important that each session ends with a written action plan done by the coachee. This action strengthens coachee's engagement in striving to achieve the objective, which is to increase competences in the organisation.

The GROW Method as a technique of work with goals and support for conducting full coaching session. The structure of coaching conversation – examples of questions – exercises.

Stage	Stage objectives	Coaching process	Questions
Goal	<p>Build a relationship fostering development.</p> <p>Build commitment.</p> <p>Determine the purpose and expectations.</p>	<p>Define way of working and its principles.</p> <p>Agree on a specific topic and purpose of conversation</p> <p>Determine what is the long-term goal.</p>	<p>What do you want to achieve?</p> <p>What is important to you right now?</p> <p>What would you like to get from the next 30 minutes?</p> <p>What areas do you want to work on?</p> <p>Describe your perfect world.</p> <p>What do you want to achieve as a result of this session?</p> <p>What will make you feel this time has been well spent?</p>
Reality	<p>Diagnose a problem Or situation</p> <p>Understand reasons</p> <p>Define the coachee's needs</p> <p>Describe coachee's potential</p>	<p>Ask for description of actual situation</p> <p>Avoid Assumption Or verify them</p> <p>Show the coachee's resources</p> <p>Give feedback</p> <p>Skip stores that are not relevant</p>	<p>What is going on right now?</p> <p>What is important for you now?</p> <p>What are the symptoms of this situation?</p> <p>When and where do you notice it?</p> <p>What have you already done?</p> <p>Where are you now in relation to your goal?</p> <p>On a scale of 1 -10 where are you?</p> <p>What has contributed to your success so far?</p> <p>What skills/knowledge/attributes do you have?</p> <p>What progress have you made so far?</p> <p>What is required of you?</p>
Options	<p>Define possible</p>	<p>Create together a list of possible</p>	<p>What are your options?</p> <p>How have you tackled this/a similar</p>

	<p>solutions</p> <p>Check their consequences.</p> <p>Widen perspective</p>	<p>options</p> <p>Encourage the coachee to propose solutions</p> <p>Propose your own explanations cautiously</p>	<p>situation before?</p> <p>What could you do differently?</p> <p>Who do you know who has encountered a similar situation?</p> <p>Give me 5 options.</p> <p>What alternative solutions are available?</p> <p>If anything was possible what would you do?</p> <p>What else can you think of?</p>
Will	<p>Chose a solution</p> <p>Define an action plan</p> <p>Involve the coachee in plan implementation</p> <p>Sum up</p>	<p>Persuade to making commitments.</p> <p>Define what kind of obstacles can appear and how to overcome them</p> <p>Define a Schedule for particular actions</p>	<p>What will be your first step?</p> <p>What can disturb you?</p> <p>Which options work best for you?</p> <p>What kind of support can you count on?</p> <p>What are your commitments?</p> <p>What one small step are you going to take now?</p> <p>What actions will you take?</p> <p>When are you going to start?</p> <p>How will you know you have been successful?</p> <p>How will you ensure that you do it?</p> <p>On a scale of 1 -10 how committed /motivated are you to doing it?</p>



Structuring the Coaching Session The GROW Model

Goal	Reality	Options	Wrap-up
AIM Set long-term aim if appropriate OBJECTIVE Agree specific objective of session TOPIC Agree topic for discussion	ASSESSMENT Invite self-assessment EXAMPLES Offer specific examples of feedback ASSUMPTIONS Avoid or check assumptions. Discard irrelevant history	RANGE Cover the full range of options SUGGESTIONS Invite suggestions from the player. Offer suggestions carefully CHOICES Ensure choices are made	ACTION Commit to action OBSTACLES Identify possible obstacles and how to overcome them. Agree support MILESTONES Make steps specific and define timing

Adapted from: "The Tao of Coaching", by Max Landsberg

1000ventures.com



GROW can be successfully used in educational practice by teachers and other persons working with children and youth.

In the Special School in Larnaca, which is one of the partners in the project, many coaches and instructors use this model to frame their practice. GROW stands for goal, reality, options (obstacles) and way forward. This 4-step model allows teachers/coaches to set both short-term and long-term goals which they can achieve. This circular model is often repeated during the school year (15 including diagram).

Having this model in mind we have to clarify that in case of Cyprus according to the Law of Special Education 1999 and 2001, training teachers in this area is compulsory and this is a part of their duties. It should be mentioned that in Cyprus, in order to implement any educational model in the spectrum of Special Education an Individualized Education Program (**IEP**) must be prepared for every individual student.

The IEP, Individualized Education Program, is a written document that's developed for each public school child who is eligible for special education. The IEP is created through a team effort and reviewed at least twice a year (see appendix C).

The IEP describes how the student learns, how the student best demonstrates that learning and what teachers and service providers will do to help the student learn more effectively. Developing an IEP requires assessing students in all areas related to the known disabilities, simultaneously considering ability to access the general curriculum, considering how the disability affects the student's learning, forming goals and objectives that correspond to the needs of the student, and choosing a placement in the least restrictive environment possible for the student.

As long as a student qualifies for special education, the IEP is mandated to be regularly maintained and updated up to the point of high school graduation, or prior to the 21st birthday. An IEP is meant to ensure that students receive an appropriate placement, not "only" special education classrooms or special schools. It is meant to give the student a chance to participate in "normal" school culture and academics as much as is possible for that individual student. In this way, the student is able to have specialised assistance only when such assistance is absolutely necessary, and otherwise maintains the freedom to interact with and participate in the activities of his or her school peers.

Based on the philosophy of **GROW** model and **Coaching** and as part of the **IEP** of the students and the fundamental goals of their educational plan, the school selected Peer learning.

Peer teaching is a practice in which students take on a teaching role in a school setting in order to share their knowledge with other students. Peer learning is an educational approach implemented in the school for the last 5 years. It comes out of cognitive psychology, and is applied within a "mainstream" educational framework: "Peer learning is an educational practice in which students interact with other students to attain educational goals. In this context, it can be compared to the practices that go by the name cooperative learning. However, other contemporary views on peer learning relax the constraints, and position "peer-to-peer learning"(P2P) as a mode of "learning for everyone, by everyone, about almost anything." Whether it takes place in a formal or informal learning context, in small groups or online, peer learning manifests aspects of self-organisation that are mostly absent from pedagogical models of teaching and learning.

Proper instructions engage students in the classroom through activities that require each student to apply basic concepts presented in the classroom, and then explain these concepts to colleagues.

A very good practice is the fact that this method is implemented through cooperation with high schools and vocational schools in the public and private sectors in the area of school activities.

To be more specific, we describe a programme named APODOHI which was implemented in this school. Apodohi means <acceptance> in Greek; students of the school along the students of St. George Lyceum take part in this project. They have regular communication and cooperation and are involved in common educational and social activities such as drama exercises, photography, sports and outdoor recreational activities, arts and crafts, music and dance. Both schools are located nearby each other. The outcome of such cooperation is a joint theatrical performance where students from both schools co-act on stage transmitting humanitarian messages to all school communities but to the broader local society. Such a project has proved that disability is not an obstacle of coexistence in terms of learning and development.

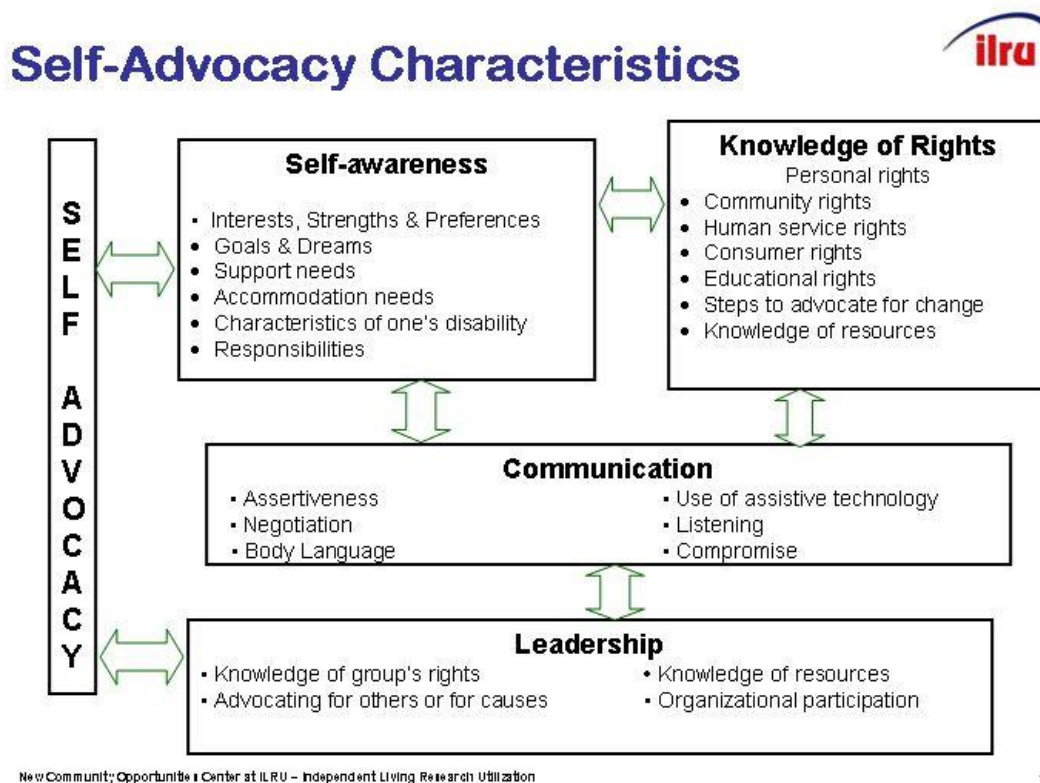
Moreover, the students of both schools through the photography workshops have organised a photo exhibition for the public in cooperation of the culture services of Larnaca Municipality. Regarding the sports activities, a Sports Day was arranged at school where parents and friends were invited to participate along. As far as Art is concerned, the students had the chance to create their artistic skills together and then exhibit their products.

Summing up, after the final assessment of the program implementation this peer-to-peer learning method has proven that peer learning is undoubtedly an effective way to transmit knowledge and educational experiences in a wide range of student groups from different educational and social backgrounds.

Another example of coaching in the school in Larnaka is the instruction of Self-advocacy, Autonomy covering self-independence, life skills, social skills, and self-empowerment. Self-advocacy does not mean “doing it all yourself” without the help of others. Students with disabilities require self-advocacy characteristics and skills for a successful transition from school to the broader society. The process of developing self-advocacy skills should begin while the students still attend school. It is important for students with exceptionalities to be aware of their rights and how to present themselves responsibly. Furthermore, students

with disabilities are not exempt from such policies however they will need to learn how to assertively advocate for their needs without being aggressive. Developing Self-Understanding will help student's plan goals for themselves. Students with exceptionalities should reflect on their situations which will thereby develop Self-awareness. Students who gain and develop a greater understanding of their own needs gain confidence to recognise their abilities. This will allow students to set realistic goals for themselves and will have a better chance of enjoying their education experience despite having impairment. It is important to voice your opinion, address concerns as well as develop learning strategies for setting goals, time management and problem solving. In order to self-advocate, students need to recognise, accept and understand.

To decide about themselves the students have to first accept and understand themselves.



“It is about independent groups of people with exceptionalities working together for justice by helping each other take charge of our lives and fight discrimination. It teaches us how to make decisions and choices that affect our lives so we can be more independent. It also teaches us about our rights, but along with learning about our rights we learn responsibilities. The way we learn about advocating for ourselves is by supporting each other

and helping each other gain confidence in ourselves so we can speak for what we believe in.”

Characteristics of this model include:

1. Awareness of personal preferences, interests, strengths, and limitations.
2. Ability to differentiate between wants and needs.
3. Ability to make choices based on preferences, interests, wants, and needs.
4. Ability to consider multiple options and to anticipate consequences for decisions.
5. Ability to initiate and take action when needed.
6. Ability to evaluate decisions based on the outcomes of previous decisions and to revise future decisions accordingly.
7. Ability to set and work toward goals.
8. Problem-solving skills.
9. Striving for independence while recognizing interdependence with others.
10. Ability to self-regulate behaviour.
11. Self-evaluation skills
12. Independent performance and adjustment skills.
13. Persistence.
14. Ability to use communication skills such as negotiation, compromise, and persuasion to reach goals.
15. Ability to assume responsibility for actions and decisions.
16. Self-confidence.
17. Pride.
18. Creativity (such as creating other accommodations that help support the need of the students).

An example of coaching work in Italian school can be project *“The Listening Counter”* based on GROW Model as a counseling instrument - led by teacher Daniela Santinami

She is a psychologist expert in counselor and family mediation who is also a religious education teacher of Media School of the Institute. This aspect represents an “added value”, since the students’ request for a private session is easier from different points of view (direct

acquaintance, confidence, ease...). Moreover, the teacher is also available for all the school parents (of any school grade of the Institute) who ask for an help or advice.

Actually, the operative sessions, both for parents and students follow the steps illustrated below:

G GOAL

Normally, students ask how to solve a specific problem, how to behave in a discomfort situation (family conflicts, difficult relationships between pairs, coping with emotions) or even how to evolve positively;

Parents ask for practical educational strategies to face difficult relationships with their children (lack of dialogue, more confidence).

R REALITY

Description/Presentation of the actual reality whose “uncomfortable” situations have to be analysed and possibly solved.

O OPTIONS

Analysis of the internal and external resources. At this point, the expert’s intervention as “Facilitator in Helping Relationships” becomes “stronger”: making the unexpressed potentialities spring as long as any “unexpected” creative solution, even through the practice of brainstorming.

At this stage, the expert makes “the customer” think if any exception to the difficulties have ever happened at some time (what happened when the problem didn’t come up? In which occasions did you feel the discomfort decrease?) and the possible options are listed to be tested in real life.

W WILL

Implementation of concrete actions in everyday practice.

Usually, a **follow up** stage comes along, spontaneous or more structured, not always possible with parents, more often with students.

Another example of the GROW model as a tool in coaching work in the Italian school is a pilot project devoted to the school orientation "Students developing skills ... are successful students " run by the Psychological Center A.P.

G GOAL

Assuming that the "school orientation" (the conscious choice of high school) and success of a school are a gradual process, which expresses the potential of the students, the present project "Students developing skills ... are successful students" focuses largely on the continuation, continuity (curriculum) and the active participation of students, not just those older (13 - 14 years), but also younger (11 - 12 years)..

This is necessary in order to:

- Promote "school orientation" (school choice) as a gradual process of self-discovery and learning about oneself, which aims to understand the student's potential, ensuring success in school, as well as preventing discouragement and leaving school by a student.
- Consider "originality" (individuality) of each student as extremely important, respect the identity and personal experiences of the student; discover (identify) his/her strengths and weaknesses.
- Increase the competences already acquired, taking into account the period of adolescence.
- At the more "formal" level (institutional), create a network of pilot schools, which represent all the mandatory levels of education (from primary school to upper secondary school) in order to work together on a scientific model covering all the elements, which guarantees the "school success" among students, teachers, parents and experts.

R REALITY (analysis of the current situation).

In Italy, 39% of lower secondary school students chooses the wrong school. The choice is affected by (in order of importance): family, friends, distance from the house.

What's more, 33% of higher secondary school students chooses the wrong university because of (in order of importance): the assumed social and economic success of the chosen field of study, prestige connected with the social status associated with the profession, "the expectations of the family" / ambitions.

The consequences of a wrong choice can vary from frequent decrease in activity and commitment and low self-confidence, to early school leaving and abandoning education. Leaving education can be a "sad end" resulting from the choice of the family, which the student does not approve.

In this case, low interest of the student is most evident in his/her behaviour: boredom, dissatisfaction, sometimes just in relation to school, but often more general, low self-esteem and lack of motivation.

In Italy, the problem of students leaving school (aged 14 - 19), affects more schools of technical type than general upper secondary schools or those with a linguistic or mathematical profile. Additionally, Italy is the third, after Spain and Portugal, country where students aged 18 and 24 leave school without a diploma (having only lower secondary school leaving certificate).

O-OPTION - POSSIBLE WAYS

W-WAY ACTION PLAN

Promote and stimulate self-knowledge in 1st and 2nd year Middle School students, activating a growth process and a stronger consciousness on their own potentials, even the unexpressed ones, of their strenghts and weaknesses.

- Meetings in class with students to raise their awareness, run by the A.P. Center equipe ;
- Handing out of a *Questionnaire on School Success*

Support and guide the 3rd year Middle School students during their selection of the High Schools in order to stimulate their ability to make an aware and responsible choice of their educational path.

- Meetings in class with students to raise their awareness, run by A.P. Center equipe ;
- Handing out of a *Questionnaire on High School choice Orienteering*

O-OPTION - POSSIBLE WAYS

Support parents in promoting their children's choices and school success.

W-WAY ACTION PLAN

Rendering of Test and Questionnaire Reports to each family involved, handled and explained personally by the members of the Center A. P. equipe

Training Courses for parents about the Parents/Children Relationship crucial topics led by the Psychologist Prof. Antonio Popolizio.

Sulle tematiche chiave legate al rapporto genitori-figli

Active participation of the School Teachers' Staff

Sharing of Students' Questionnaire and Test results with the School Teachers

Icelandic example concerns the use of GROW in relation to the employee:

You are helping Sandra, manager assistant to achieve her goals, using GROW model.

Objective: Sandra wants to be promoted to the managerial position next year. This target is defined by the SMART method (specific, measurable, achievable, relevant, time-bound). Sandra already has the required two years of experience, education, and in addition there are several managerial vacancies in her department. It is an important and specific goal in Sandra's career.

Reality: Manager (as a coach) together with Sandra checks and observes her present real abilities and experience. She is an assistant, but has some skills required for a manager. Method of brainstorming is used to find additional skills required of good managers: she needs more experience in team management in her department and communication with parents. She must also achieve good results in her current position to be taken into account when the promotion is available.

Options: Then, together we check Sandra's abilities. We are looking for new ideas and proposals for action. To gain the required experience, Sandra can sign up for classes in management and be more involved in contact with parents in her daily work. She can also substitute the head while he is away on vacation.

(W) conclusions, findings, action: As her manager we offer her a substitution for the next vacation.

If she proves successful during substitution, she will receive additional tasks and more responsibility in the future. Sandra must be involved in meeting the conditions for the promotion and fulfill her current duties with good results. Assessment of her progress will be done in six months.

A good practice can be an example of using the **GROW model in Non-public Youth Educational Centre in Węgrzynów** in work with children and their families.

G (GOAL) The aim is to change the attitudes of parents and the students and to prepare them for the social and professional activities after leaving the Center.

R (REALITY) At the beginning a detailed analysis of the student's situation is performed (previous education, family relations, family status, potential of the student, problems ...) and, together with the students and her parents the current situation is determined.

O (OPTIONS) Then real, possible solutions are searched. The focus is primarily on the activities carried out directly with the student, in cooperation (with a variable involvement) with parents and / or family. Based on the student's potential, her present successes, projects strengthening her motivation and self-esteem are developed. Student's interests and abilities are taken into account. Stressing the positive aspects, the student is encouraged to find solutions. Attempts to design her future activities and show a possible model of life after the age of 18 are undertaken.

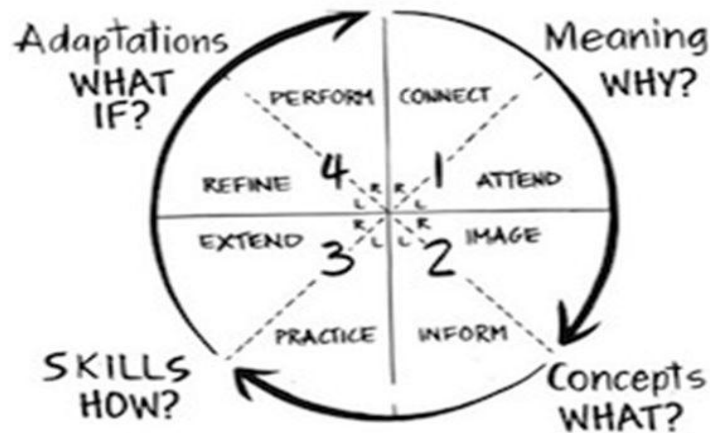
W (WILL) As a result, a space for choosing solutions by the student is created. An action plan is developed, involvement of the student is stimulated and supported, a schedule is determined. The student undertakes an obligation to perform it, and executes it. Her parents and / or family are also involved in the implementation of the plan. The teacher - coach through questions, conversation monitors implementation of the plan and indicates every single success. At the end of the school year a summary is done and conclusions are drawn for further work.

3.2. The model of teaching 4 MAT by Berenice McCarthy.

Based on David Kolb's works and the theory of the dominance of cerebral hemispheres Berenice McCarthy developed a 4MAT model, which defines four learning styles associated with both the left and right cerebral hemisphere.

The model is focuses on four basic questions: "what for?, what?, how?, what if?". This design will allow the teacher of each subject direct the course of methodical proceeding to take into account different learning styles and preferences of all students.

4Mat Lesson Plan Template



Source: <http://www.4mationweb.com/4mationweb/4mat.php>

<p>Style 4</p> <p>What if?</p> <ul style="list-style-type: none"> This type of students is considering a variety of new applications and possibilities of what they learn. After the exercise ask, <i>"What questions and what comments do you have?"</i> <p>The teacher acts as a CONSULTANT.</p>	<p>Style 1</p> <p>What for?</p> <ul style="list-style-type: none"> This type of learners want to know why they should learn it. Teachers can motivate them by giving reasons to gain knowledge at the beginning of training. To check the readiness to learn ask <i>"Will that be useful to you?"</i>. <p>The teacher acts as a person MOTIVATING STUDENTS.</p>
<p>Style 3</p> <p>How?</p> <ul style="list-style-type: none"> This type of learners is learning by experience. by using submitted information in a practical way The teacher should give them an exercise . To check their understanding of the exercise, ask: <i>"What else do you need to know to perform the exercise?"</i>. <p>The teacher acts as a COACH.</p>	<p>Style 2</p> <p>What?</p> <ul style="list-style-type: none"> This type of learners want to know information and create concepts on them. They like lectures. To check their understanding, ask: <i>"What else do you need to know?"</i>. <p>The teacher acts as a LECTURER</p>

Source: R. Bolstad, *Trenig trenerski Transforming Communication™*, 2009.

Instructional model of a 4MAT lessons is a way to communicate information based on the experience of the student. According to this model the lesson is divided into four parts (in 8 steps, some of them can be combined), it aims to engage students in an active and interactive way. This allows to focus more on the learning process, not only on the content, which means that important is not only what the student has to know, but also what he has to do to achieve the goal of the lesson.

The main assumption of the model is individual difference in the perception and processing of information by students, creating a unique pattern of learning.

Berenice McCarthy stresses that each student perceives and processes information in many ways.

In each class there will be students who:

- learn and perceive information specifically and process them reflexively. Such students search for the meaning of what they have to learn; the best way is to listen and to share with other students. They ask themselves why they have to learn it?,
- they learn by perceiving information in an abstract way and process it reflexively. They acquire knowledge in a traditional way. They ask what they have to learn?,
- they learn and perceive information in an abstract way and process it actively. Those students must combine theory with practice to test their ideas, because they want to know what works and why,
- they learn by perceiving and processing information in a specific and active way. These students dynamically integrate experience and its use, enjoy the self-awareness, they like trial and error method. They ask how to apply knowledge in everyday life.

An effective teacher helps students develop new learning strategies, not only presents new lesson topic. He/she can recognise and adapt to individual learning style preferred by the student.

In the 4MAT model by Berenice McCarthy it is important that the teacher uses such didactic instruments which allow the student an individual style of thinking.

The following table provides examples of methods for teaching lessons, taking into account the four thinking styles.

<p>Style 4</p> <p style="text-align: center;"><u>WHAT IF?</u></p> <ul style="list-style-type: none"> • Questions and answers • Discussion 	<p>Style 1</p> <p style="text-align: center;"><u>WHY?</u></p> <ul style="list-style-type: none"> • Metaphore • Own experience • Brainstorming • Scientific research
<p>Style 3</p> <p style="text-align: center;"><u>HOW?</u></p> <ul style="list-style-type: none"> • Brainstorming • Practical session In big and small groups • Presentations • Visualisations • Games, simulations 	<p>Style 2</p> <p style="text-align: center;"><u>WHAT?</u></p> <ul style="list-style-type: none"> • Lecture • Case study • Scientific research • Presentation

Source: L. Kupaj, W. Krysa, Kompetencje coachingowe nauczycieli, 2014.

4MAT requires a much greater commitment and creativity on the part of the teacher than conducting classes in a "traditional" way. This attitude forces the teacher to build new working methods. The use of 4MAT method requires knowledge of styles of learning, to enable the student to chose his/her preferred style, and the coach to work using the particular learning style. It is really important also from the point of view of the coach who needs to have knowledge about his/her own preferences and the best ways to improve coaching skills.

LEARNING STYLES

4. Learning styles.

What is a learning style? Individual style of learning depends on the following factors:

- how we acquire information - whether visually, auditory, by touching or moving in space;
- how we arrange and process information - is the left or right hemisphere and analytic or global thinking dominating;
- what kind of conditions are important for effective learning - emotional, social, physical, environmental;
- how we recall information.

The learning process has always aroused the interest of various scientists. Trying to get to know its essence, the answers to following questions were sought:

- how the process of learning is going on?,
- does everyone learn in the same way?,
- what determines effective learning ?.

Resolving these issues has become particularly important when the idea that one learns throughout life has been spread. And organising an effective learning process requires knowledge of the factors that determine the specificity of learning.

Everyone has a different learning style, which is a specific method of receiving information from the environment. According to David Kolb (1997), the learning process is the main process of adaptation and takes place in a variety of situations, not only in school, it also happens during the interaction with the environment. In this process, the knowledge is acquired through transformation of experience. The author suggested that the learning process is seen as a cycle, in which experience of an individual and its analysis plays a key role. Thus, in this process four steps can be defined:

- particular experience,
- reflective observation,
- abstract conceptualisation
- active experimentation.

David Kolb's concept suggests that first a situation for direct experience must be created for a student, to make him/her able to draw some conclusions and refer them to the theory, which will enable him to better understand observed patterns. Observations spotted in a particular experience can be generalised by applying them in other situations. Personal experience will imply a reference to broader theoretical concepts. During this type

of learning theoretical knowledge will not be so distant from personal experience. It will be directly related to what the student was personally involved in.

Knowledge of the learning style preferred by the students allows for better adjustment of educational offer to their needs.

The students, but also adults, have different preferences concerning the way of learning. They differ not only in pace, but also on which information features they naturally focus when learning, how they process information, and how they approach received information.

According to David Kolb, the majority of students develop their own, preferred learning style, which focuses on one of the four elements of the cycle. Depending on the social, cultural, genetic outfit and experience we prefer some learning methods to others. Kolb developed his own method of testing these learning styles, The Learning Style Inventory, however, it was criticised by scientific circles. Advanced learning cycle research showed that, in fact, we are characterised by a combination of learning methods set forth above. Only Learning Styles Questionnaire, developed by Peter Honey and Alan Mumford (1986), has found wide application. Understanding your own learning style - its strengths and weaknesses - leads to expanding of learning skills and wider use of experience.

And finally, four learning styles have been distinguished, resulting from the combination of skills sometimes polar and contradictory.

4.1. Activists Style:

- preferred by empiric activists - those open to change, who most effectively learn by doing and experiencing. They treat new tasks as a challenge, that's why there are open to methods of independent investigation into knowledge, seeking and problem solving. Activist style is a combination of abstract generalisation and active experimentation. People who use this style of learning have the greatest capacity for practical application of a variety of theories and theorems. Activists focus on a specific problem, rather do not show emotions, they are more interested in their tasks, which may be addressed through experience and action, not human problems. Faced with problems and resolving them, the students move from the state of dependence to the state of independence, because they decode the sense of surrounding reality and react to it. They can freely present their ideas, not embarrassed being the center of attention. They are disturbed by transmission

teaching methods - lectures and their too theoretical nature. They do not like interpreting lots of chaotic information, repeating the same actions, working according to strict instructions and tasks requiring precision. Most effectively they work as a team, in collaboration with others. Learning in pairs and group gives them the opportunity to teach others and learn from them. It creates opportunities for the acquisition of social skills, cognitive (they can explain and negotiate adopted solutions) and emotional involvement (an increase of motivation thanks to the enthusiasm and commitment of the group).

4.2. Theorists Style :

- assigned to those who learn best seeking inter-relationships and dependencies. They like to analyse theoretical models, combine observations into a complex logical whole. In the theorists style concrete experience and reflective observation dominates. One of the characteristics of effective theorist thinking is to explore - the ability to explore the situation before issuing a judgment. Imagination, perception of a particular situation from different perspectives and organising many relations into a coherent whole is characteristic. Theorists work most effectively in situations requiring generating ideas (brainstorming), show interest in people, are emotionally involved in what they do. They collect data, both directly and with the help of others. What counts for them is the process of gathering and analysing data on phenomena and events, they often tend to formulate conclusions at the last minute. They are thoughtful people who like to think about all possible aspects and implications of the decision before its adoption. They learn best when studied content is a part of a larger system, model or theory and when they have enough time to systematically explain the relationships and dependencies between ideas. It's easier for them to learn when they understand the objectives and tasks, the situation is structured and presented concepts emphasise rationality and logic. They like asking questions, analysing the causes of successes and failures. Situations involving emotions, with a high degree of uncertainty, unclear rules can cause difficulties in their learning; also situations in which there are many different options for action, and which cannot be fully explained. They do not like to be involved in an action without a clear purpose, context. They may have problems with learning when in a group of many activists. Then they tend to remain in the background, they

seem to be detached and indifferent. They listen and try to observe a general direction of the discussions, before they rise to speak.

4.3. Reflectors Style:

- preferred by analysts, reflective practitioners - these are the people distinguished by the ability to draw conclusions based on empirical observation, after having collected data, searching for relevant information. Abstract generalisation and reflective observation is dominating. Analysts and reflective persons learn in this way. This type of learners like to observe, think, analyse and slowly develop an idea about the things they learn. They consider discussed issues from different points of view. They have the ability to create theoretical models, merge observations into integrated explanations.

They learn best when:

- examine and analyse new content alone, in a manner convenient to them,
- they do not feel pressure,
- can safely repeat and analyse what they have learned.

Practical human problems are less important, more important is that a theory is logical and precise. This style is used most often in the fields related to information and science.

Elements of the learning process helpful to those who prefer the reflector style:

- thought-out plan, with several important problem issues,
- additional time for discussion,
- exercises with precisely formulated instructions,
- content-rich materials with additional literature on the subject for self-deepening the subject,
- coach's openness to conclusions different from those expected,
- patience.

4.4. Pragmatists Style:

- preferred by the so-called pragmatists, interested above all in the possibility of using new knowledge and putting it into practice. Pragmatism (doing and feeling - CE/AE) -

pragmatis style of learning is an experiential style, which is based on intuition rather than logic. Those who prefer this style benefit from the analyses done by other people, and then use practical and empirical approach. New challenges and gaining experience, as well as the implementation of plans attracts them. Such persons often operate relying on instinct rather than logical analysis. People with this learning style rely on others to gain information and rather avoid conducting their own analysis. This style of learning is universal and useful in positions that require taking action and initiative. People with this learning style prefer to work in teams in order to perform tasks. They define objectives and actively use different ways to achieve a goal.

It appears that in an individual the dominant system of cognitive representation underlie variations in the reception, processing and use of information.

We distinguish four such systems:

- **visual**
- **auditory**
- **tactile/ touch sensitive**
- **kinesthetic.**

4.5. Visual learners.

- The visual learning style is a way of learning in which information is associated with images. This learning style requires that learners first see what they are expected to know. People with a visual learning style are often referred to as visual-spatial learners. Ideas, concepts, data, and other information are associated with images (photographs, graphs, mind maps, symbols) and techniques.

People that are Visual Learners are actual graphic organizers. They organize visual representations of knowledge, concepts, thoughts, or ideas in their minds and words are used to further clarifying the meaning. By representing information spatially and with images, students are able to focus on meaning, reorganise and group similar ideas easily, make better use of their visual memory.

STUDENT PERFORMANCE

A review study concluded that using graphic organizers improves student performance in the following areas:

Retention: Students remember information better and can better recall it when it is represented and learned both visually and verbally.

Reading comprehension: The use of graphic organizers helps improving the reading comprehension of students.

Student achievement: Students with and without learning disabilities improve achievement across content areas and grade levels.

Productivity: Visual thinking provides individuals with a hands-on strategy to self-start projects and assignments. It facilitates self-monitoring of one's progress and helps one stay on task and complete projects. Visual thinking decreases procrastination and increases independent problem solving.

Thinking and learning skills / critical thinking: When students develop and use a graphic organiser their higher order thinking and critical thinking skills are enhanced.

Visualizing data: When working with data, students build data literacy as they collect and explore information in a dynamic inquiry process, using tables and plots to visually investigate, manipulate and analyse data. As students explore the way data moves through various plot types, they formulate pathways that link visual images to areas that store knowledge in the brain.

Clarifying thoughts: Students see how ideas are connected and realize how information can be grouped and organized. With visual thinking, new concepts are more thoroughly and more easily understood.

Organising and analysing information: Students can use diagrams and plots to display large amounts of information in ways that are easy to understand and help reveal relationships and patterns.

Integrating new knowledge: According to research, students better remember information when it's represented and learned both visually and verbally.

For students, all these help them to improve their test scores, writing proficiency, long-term retention, reading comprehension, thinking and learning skills.

In addition, students, after capturing and refining ideas with simple visual thinking software, they export and seamlessly work with diagram files in programs like Power Point, Word, Adobe PhotoShop, and even into complete web sites.

ELEMENTS IMPORTANT IN THE LEARNING PROCESS:

Visual learners have specific characteristics that make their learning method unique.

In school, visual learners typically:

- Remember what they read rather than what they hear.
- Prefer reading a story rather than listening to it.
- Learn from seeing things written out on a chalkboard.
- Use diagrams and charts to understand ideas and concepts.
- Take notes during class or while listening to presentations.
- Study by looking over things.
- Are good at Spelling.
- Use color to organize information.
- Need quiet study time.
- Often prefer to work alone rather than in groups.
- May not understand verbal instructions.
- Ask a lot of questions to seek clarification.
- Need to be able to see the teacher.

OTHER CHARACTERISTICS

In addition to unique learning methods, the visual learning style is also reflected in personality and habits. Visual learners are known to:

- Remember faces but forget names.
- Have a good sense of direction.
- Be good with maps.
- Often appear to be daydreaming.
- Make (but not always remember to follow) 'to-do' lists.
- Notice changes in appearance (in both people and physical spaces).
- Be quiet and sometimes shy.

- Remain focused when working.
- Have a good sense of fashion.
- Scribble and draw when bored.
- Be tidy and organized, sometimes to the point of meticulousness.
- Make plans for the future.
- In conversation often look at interlocutors face, look forward or up.

Visualization often comes easy to the visual learner. Because visual learners tend to spend so much time seeing things, they often need to make material stand out more. Otherwise, information tends to get lost in their minds. To remember information, visual learners should:

- Use color in their notes.
- Draw things they are visualizing.
- Create mind maps.
- Utilize graphic organizers.
- Diagram information or create charts.
- Use more the black board to explain something in class.
- Take detailed notes rather than get involved in discussions.
- Tend to sit in the front so you can see clearly.

Visual learners also tend to use phrases like these:

“How do you see the situation?”

“Do you see what I am showing you?”

“See how this works for you.”

“I can't quite picture it.”

“Let's draw a diagram or map.”

“I'd like to get a different perspective.”

“I never forget a face.”

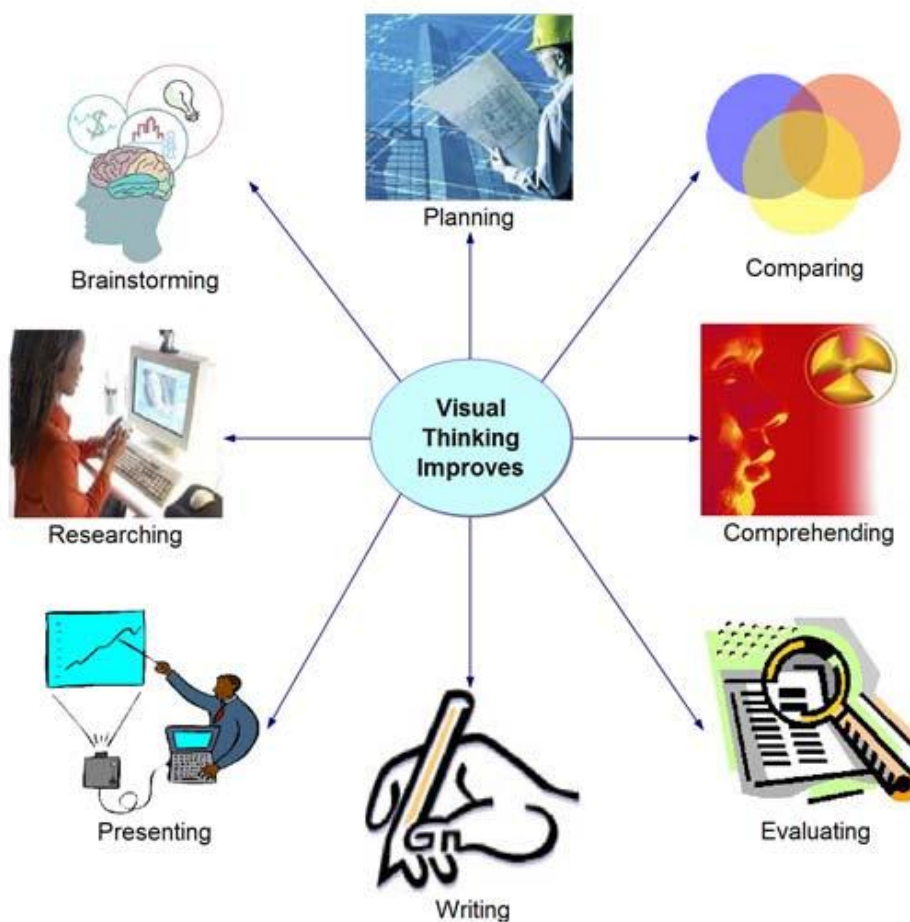
“I can see a solution.”

“I can't see any other solution.”

“It looks good.”

“Imagine that...”

Some pursuits that make the most use of the visual style are: visual art, architecture/ landscape architecture, photography, video or film, graphic design, animation, illustration, multimedia/advertising, interior design/displays, fashion, engineering/industrial design, planning (especially strategic), and navigation, physics / astronomy, CNC programming, chef, air traffic control.



Visual thinking is an intuitive and easy-to-learn strategy that works for many academic and professional projects. The more complex the task or idea, the more useful this approach can be. Visual thinking is a strategy that benefits people of all ages.

With training in visual thinking, students learn to brainstorm, plan, outline, organise research, synthesise information, write, present, evaluate, comprehend and communicate more effectively.

Visual thinking is easy to learn. The strategy is transferable to many tasks, and the opportunities to use these tools and strategies are limitless.

4.6. Auditory learners.

- **auditory learning** (Biological Sciences. 364, No. 1515, The Royal Society, 2009)

is a learning style in which a person learns through listening. An auditory learner depends on hearing and speaking as a main way of learning. They prefer lectures to reading books. Such learner remembers about 75% of heard information. Auditory learners must be able to hear what is being said in order to understand and may have difficulty with instructions that are drawn but if the writing is in a logical order it can be easier to understand. They also use their listening and repeating skills to sort through the information that is sent to them

Auditory learners may have a knack for ascertaining the true meaning of someone's words by listening to audible signals like changes in tone. When memorising a phone number, an auditory learner will say it out loud and then remember how it sounded to recall it.

Auditory learners are good at writing responses to lectures they've heard. They're also good at oral exams, effective by listening to information delivered orally, in lectures, speeches, and oral sessions.

Proponents claim that when an auditory/verbal learner reads, it is almost impossible for the learner to comprehend anything without sound in the background. In these situations, listening to music or having different sounds in the background (TV, people talking, music, etc.) will help learners work better.

Auditory learners are good at storytelling. They solve problems by talking them through. Speech patterns include phrases "I hear you; That clicks; It's ringing a bell", "It sounds good", "It tells me something," "dead silence" "I can't hear my own thoughts" and other sound or voice-oriented information. These learners will move their lips or talk to themselves to help accomplish tasks.

Auditory learners can be identified by the following characteristics:

It is a person who:

- Likes to read to self out loud.
- Is not afraid to speak in class.
- likes oral reports.
- Follows spoken directions well.
- Can't keep quiet for long periods.
- Enjoys acting, being on stage.
- Is able to memorise lines for a skit easily.
- Is good in study groups.

Auditory learners:

- Tend to have incredible memories for past conversations (such as jokes), remember what others said.
- Enjoy getting involved in arguments.
- Enjoy discussions, debates, and talking to others.
- Enjoy listening to music, and sing/hum/whistle to themselves.
- Prefer words, songs, rhythms, sometimes films.
- They prefer to give oral presentations over written reports (although this also has a lot to do with confidence!).
- May read slowly.
- May have difficulty interpreting complicated graphs, maps or diagrams.
- Remember names not faces.
- During conversation look left or right.

Strengths of auditory learners:

- Remembers what they hear and say.
- Enjoy classroom and small-group discussion.
- Can remember oral instructions well.
- Understand information best when they hear it.
-

Learning Strategies:

- Study with a friend so you can talk about the information and hear it, too.

- Recite out loud the information you want to remember several times.
- Ask your teacher if you can submit some work (if appropriate) as an oral presentation, or on audio tape.
- Make your own tapes of important points you want to remember and listen to it repeatedly. This is especially useful for learning material for tests.
- When reading, skim through and look at the pictures, chapter titles, and other clues and say out loud what you think this book could be about.
- Make flashcards for various material you want to learn and use them repeatedly, reading them out loud. Use different colours to aid your memory.
- Set a goal for your assignments and verbalize them. Say your goals out loud each time you begin work on that particular assignment.
- Read out loud when possible. You need to HEAR the words as you read them to understand them well.
- When doing maths calculations, use grid paper to help you set your sums out correctly and in their correct columns.
- Use different colors and pictures in your notes, exercise books, etc. This will help you remember them.

Teaching Strategies

- Re-phrase points, questions. Vary speed, volume, pitch, as appropriate, to help create interesting aural textures.
- Write down key points or key words to help avoid confusion due to pronunciation.
- During lessons, ensure auditory learners are in a position to hear well.
- Incorporate multimedia applications utilizing sounds, music, or speech (use tape recorders, computer sound cards/recording applications, musical instruments, etc.).

A way to enhance auditory learning in special education, for mute students or those with speech problems, can be done in a unified approach using Augmentative Alternative Communication (AAC).

This is presented by bibliography to be used not only in special education but even in “regular classrooms” when we use smart boards, you-tube, and actual objects to enrich receptive and expressive knowledge.

Augmentative Alternative Communication (AAC) is the term used for all communication that is not speech, but is used to enhance or to replace speech (Gardner, H., 1993, AAC Augmentative and Alternative Communication, Vol. 17, No. 1, March, 2001, Goossens, C, Crain, S & Elder, P., 1992, Musselwhite, C & St.Louis, K., 1988) .

An **AAC System** means the whole combination of methods used for communication, for example, gestures, eye pointing, vocalizations and pointing to symbols (pictographs).

Why it is worth to introduce an AAC system?

System AAC

- develops language skills
- decreases frustration
- increases **socialisation** - *"To me and others like me, being able to communicate puts us in society. It lets us have a voice. For me, having a Liberator (voice output device) has changed my life completely."* [McFadden (1995)]
- increases participation
- gives control over what happens

Types of AAC:

AAC covers a large number of ways of communicating. It can include one or more of the following:

- **Natural communication methods**, such as:
 - pointing and gestures
 - mime
 - facial expressions
 - body language
- **Methods that can be taught**, such as:
 - **Signing** - this involves the use of a formal set of signs, or signs which are particular to an individual. Signing is useful to help children to understand language. The sign can be seen and **held** for slightly longer if needed, whereas



speech **disappears** as soon as it is spoken. Signing can also be used as a means of expression with other people who know signs.



- **Object symbols** - these are objects such as small versions or parts of objects which represent an activity, object or person (for example, a set of keys represents that it's time to go in the car).



- **Photos, drawings, symbols** - these are used like object symbols to represent words in a visual way.



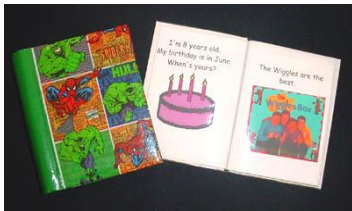
- **Communication boards and displays** - these are sets of photos, drawings, symbols or words that are used by an individual for communication.



- **PODD Communication books**



- **Chat books** - these are small books (often a photo album) that may contain photos, pictures, symbols, words and messages about a person.



- **Speech generating devices** - communication boards or displays on a machine which speak a message when a particular button is pressed



(see: appendix A, teaching materiel – appendix B)

4.7. Kinesthetic learners.

- some people remember better when they are actively engaged in the learning process. They prefer learning process that requires movement. People with this learning style need some time to "grasp the problem" in order to take a closer look at it and think about it in depth. Kinesthetics have problems with sitting still in one place, if they have to sit they hunch, knock shoes on the floor or move legs. When learning something they like to demonstrate, recreate, engage in situations associated with movement. They use phrases like: "I feel good about it; I contact; this discourages me, pushes away "etc .; they rarely look at the interlocutor, looking mostly down or sideways, if they notice some movement, immediately look in that direction.

An interesting idea to use kinaesthetic preferences is learning English in Italian school.

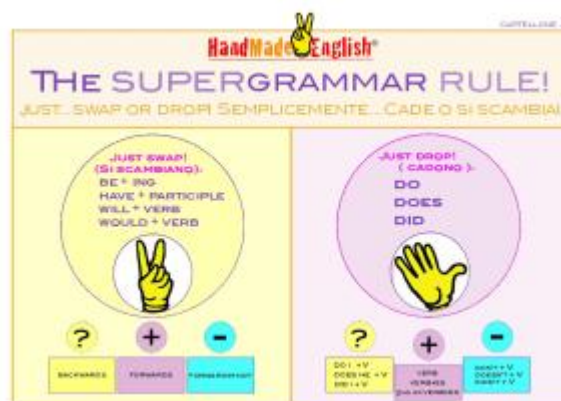
“**Handmade English**” is an innovative English Learning Method which “stimulates cheerfully students’ communicative creativity and makes the teachers happy of the students’ success”.

Based on a simple **Teaching/Learning Strategy**, the “**TPR – Total Physical Response**”, the student moves his/her hands and body, “representing” English Grammar physically and visually so as to enjoy him/herself and awaken interest and energy.

Eyes, Hands and movement help one’s mind to grab the meaning while logic, fun and enthusiasm make you enter directly the long-term memory. The results are quick and satisfying.

More in detail, the Method explains all the English Tenses **simultaneously** (simple present – present continuous – simple past – present perfect – future tense – conditional) in a **Communicative Context**, and makes the students train on them, producing **interrogative, affirmative and negative sentences at the same time**.

“**DOES IT SWAP OR DROP?**” is the essential question which leads to a logically simple concept and two groups of English Verbs/Auxiliaries: those that **DROP** (Simple present and Simple past /do, does, did) and the ones that **SWAP** (present continuous, present perfect, will, would, and other modals). Asking themselves the simple question above, all the students can handle the interrogative, affirmative and negative structures of English tenses.



For further details and videos handmadeenglish.wordpress.com
www.handmadeenglish.it/ <https://www.youtube.com/user/handmadeenglish>

Getting knowledge about learning styles preferred by students (coachees) is a very important task for the coach. The knowledge that students can learn in different ways, that

they respond differently to learning situations initiated by the teacher, helps to plan learning process in which students will learn effectively. Faced with a diverse group, the teacher needs to differentiate methods of work, should not pay too much attention to a given technique, because although the teacher likes it, usually a large group of students will not benefit from its effectiveness. Adapting to the diversity of styles, the teacher can design work in the way that the same content can be interpreted in different ways, with the use of different methods and different forms of class organisation.

Teaching and learning are two different processes. School teaching is still seen as a conveyor belt, where one side is an active sender and the other a passive recipient. Ignoring the interests of students, their cognitive curiosity, their preferred learning styles by the school, and focusing only on the implementation of the external objectives of the curriculum has a huge impact on the efficiency of learning. The role of the teacher is to create an appropriate and supportive environment for learning for students with different preferences. Taking into account learning styles should be a constant element in determining the student's development goals, ways to achieve them and factor influencing positively the motivation and increasing students' self-esteem.

5. The influence of learning styles on the work effects of children and youth. The role of the coach in supporting individual learning style.

Noticing and taking into account individual differences, a shift of focus from teaching to learning, and appreciation of self-education are part of the modern model of education, resulting from the significant transformation of civilisation, progress in technology, particularly in the high-speed communication, and access to multiple sources of knowledge. Contemporary student, to meet the demands of rapidly changing reality, must be independent, responsible and creative, must be able to exploit his/her potential. The teacher-coach can play an important role in supporting individual learning style of his/her student-client.

For the teacher-coach, it is important to know that people have **different learning styles** - the ways in which they perceive and remember information. Everyone has their own learning style, which is neurologically justified – by the type of preferred sense, the dominance of left or right hemisphere of the brain and multiple intelligence profile.

Carl Jung, in his the theory of typology of personality preferences shows the importance of personality in our functioning in the world.

What makes us different?

- we are logical or emotional,
- feel good in the group, or are loners,
- like meticulous planning and order or "creative chaos"
- we like to create a "new" or rather prefer what is traditional.

Adjusting the way of learning to the personality preferences is a challenge - coaching supports well this approach, transferring some of the responsibility to the student and at the same time making it easier for the teacher to recognise the student's personality type.

Sensory representation systems (modality) are essential for the process of receiving stimuli from the outside, they affect communication and understanding of concepts depending on the form of communication. Adjusting the communication method to the type of representation (eg. visual, auditory, kinesthetic, or their combination) is an educational challenge. The use of different senses to achieve different learning outcomes - is a challenge even more ambitious. Seeing, hearing and experiencing through movement, touch or other senses are our properties. We differ also in temperament and style of learning, beliefs rooted in the environment in which we operate - the differences between people are many. With coaching it is easier to see, accept and use them to support the development of each student.

The coach should know what style suits the coachee best – does he/she learn better by "taking advantage" of the eyes, or ears, or prefers learning in motion and during games. This knowledge is also useful for the students. When they know their learning style, they will know what is the best and easiest way for them to absorb and remember information. The teacher-coach can recognise learning style e.g. using a variety of tests or observing the eye movements of the coachee.

The theory of multiple intelligence by Howard Gardner.

Howard Gardner has created a model of intelligence, which has become a central part of any fast learning process. He distinguished seven types of intelligence, which include characteristic abilities:

- **linguistic** – the ability to use language, patterns and systems. Linguistic intelligence characterises the student who is organised, systematic, has got the skill of reasoning, likes

to listen, read, likes word games, has got no problems with spelling, remembers details well, can be a good public speaker, debater. To take advantage of this kind of intelligence in the learning process, the student should: tell stories, play memory games, read and write stories and anecdotes, read newspaper articles, conduct interviews, compose puzzles, create games, connect reading and writing with other areas, write and edit class newspaper, participate in debates, discussions,

- **mathematical and logical** - love of precision and abstract and structured thinking. Logical and mathematical intelligence characterizes the student, who thinks abstractly, is fine-spoken, likes to count, solve problems, experiment in a logical way, work with the computer, who is well-organised, uses a logical structure of thought, makes tidy notes. To take advantage of this kind of intelligence in the learning process, the student should: stimulate problem solving, play games that require use of mathematical calculations, analyse and interpret data, encourage to practical experiments, create forecasts, incorporate organisation and mathematics into other subjects, use computer for calculations,

- **visual and spatial** - imagery thinking, skillful use of the map. Visual and spatial intelligence refers to a student who thinks in pictures, creates an image of reality in the mind, uses metaphors, has a sense of meaning and continuity, likes art, drawings, paintings, easily reads maps, charts and diagrams, stores information in the form of patterns and images, has a good sense of colour. To take advantage of this kind of intelligence in the learning process the student should: use illustrations, draw mechanically on various occasions, use the map of associations, visualise various issues, watch videos or create his own, change location in the room to get a different perspective, group items, highlight in colour, use computer graphics,

- **musical** - emotional sensitivity, sense of rhythm, understanding the complexity of music. Musical intelligence characterises a person who is sensitive to rhythm, tone and timbre, emotionally experience music, is sensitive to the complex structure of music. To take advantage of this kind of intelligence in the learning process the student should: play a musical instrument, learn through songs, rapping and poetry, draw pictures, listen to music, use music to relax,

- **interpersonal** - easy contact with other people, mediation skills, good communication skills. Interpersonal intelligence (social) characterises a person who easily establishes contacts with others, can read people's intentions, likes being among people, has got many

friends, communicates well with others, sometimes manipulates, likes group activities, is a good negotiator, likes to work, during the discussion often becomes a mediator. To take advantage of this kind of intelligence in the learning process the student should be encouraged to learn from others, learn together with another person, turn learning into fun, determinate cause-effect relationships; incorporate contacts with people into all subjects,

- **intrapersonal** - self-motivation, high level of knowledge about himself/herself, a strong sense of values. Intrapersonal intelligence refers to a student who has a well-developed self-consciousness, knows himself/herself, is sensitive to the values recognised by himself/herself, is aware of his/her feelings, has got intuition, can motivate himself/herself, is aware of his/her virtues and vices, is secretive. To take advantage of this kind of intelligence in the learning process the student should be encouraged to conduct personal interviews, to have time for reflection, independent research, to discuss his experiences and associated feelings, to write a journal, short stories, to be different from the group.

- **kinesthetic** - good timing, manual skills, importance of senses, touch, mobility, good spatial organisation. We are born with emotional intelligence, but its individual components are developed in the educational process. During the education we acquire specific skills that make up the mature emotional intelligence, important in the context of coping with social environment.

Determining one's abilities and preferences for learning by taking a test of multiple intelligence promotes individual adjustment of educational activities to student's educational abilities and facilitates such organisation of school environment to fully enable the learner to use and develop them (teaching aids, materials, examples).

How to use knowledge concerning student's strong points (the dominant type of intelligence) in the teaching process - working in groups: adjusting selected teaching methods to the type of intelligence.

Effectiveness of different ways of learning.

The best ways of learning are based on what we say (70%), and on what we say and do (90%). Speaking and acting undoubtedly involves the largest number of senses and types of intelligence and characterises learning by experience. In conclusion, we can say that the

knowledge of individual's preferences for learning allows the use of appropriate teaching models.

5.1. The importance of coaching in education.

In coaching the question: Does anyone else can know what is good for me, even if he/she does not know who I will become in the future? is crucial. What is needed, as shown by the content of the programme, is not just management (i.e, directive support), but rather supporting self-reliance in discovering ourselves and making choices - that is, non- directive supporting of self-reliance and responsibility. A teacher, educator, psychologist, or counselor can play such a role. If a teacher or counselor can perceive in the student (or in an adult learner) inherent energy, can help recognise predispositions and support in independent formulation of objectives related to education and career – it will not matter if he/she is a specialist in mathematics, geography or chemistry. It will be wise counseling.

Applying coaching in education brings many benefits, which include:

With regard to the student:

- better learning,
- focus on independent learning
- developing self-confidence and appreciation of own achievements,
- willingness to take risk,
- development of critical, reflective and analytical thinking,
- increased willingness to develop strong points in various professional, personal and social roles,
- understanding, developing, and referring to different kinds of intelligence,
- developing emotional intelligence and acquisition of life, competences especially important in the context of the European Qualifications Framework,
- willingness to undertake new challenges

From the point of view of the teacher, counselor, advisor:

- increased sense of teacher's effectiveness: teachers feel they can influence change,
- increased motivation,
- greater involvement in observing the evidence of changes caused by the use of coaching,

- acquiring the ability to identify and reinforce individual potential of the teacher and students / participants of the educational process,
- ability to approach students individually on the basis of recognised personality traits, temperament, learning style and the system of representation,
- skillful use of selected resources in the field of coaching.

From the position of an educational institution and governing body:

- better communication and cooperation with colleagues, students, people from the local community,
- using feedback and interpreting the events taking place in school and community,
- deepening reflection and initiating dialogue
- supporting individual development path of students, teachers and other employees in the educational sector.

Coaching allows to reach conscious and unconscious conditions, resources and desires, which are the driving force of our actions.

In an educational environment willingness to explore the meaning and application of coaching in education means that such learning is innovative and allows the learners to reach themselves, discover themselves and their way of understanding the world, gain independence according to their own pattern and enhance their unique resources. Coaching puts the learner IN THE CENTRE, and the coach - NEARBY.

In such a concept:

The coach	The coachee
Accepts	Discovers the world
Supports	Strengthens self-awareness
Inspires	Formulates goals
Stimulates	Makes choices
Appreciates	Decides independently
Accompanies	Takes actions
Draws attention	Checks satisfaction

Teaching institutions should prepare for implementation of the method of coaching in their work, to bring expected results. The manager and all employees should participate in coaching training. One of the British schools can be an example: when preparing for the implementation of coaching in the school, its headmaster participated in a six-month coaching training. His deputy attended a six-day training, six teachers participated in six summer sessions organised in schools and then in subsequent trainings in autumn. All staff participated in one-day training dedicated to the implementation of coaching in the school.

International studies show that systematic professional development of teachers based on cooperation based on mutual coaching and mentoring (for example, within one educational institution) brings significant benefits for both the staff and students.

Students have better learning outcomes, increase motivation, organisation of work, improve their ability to ask questions, the ability to choose learning strategies, including those referring to cooperation. In case of teachers it has an impact on a better self-confidence, willingness and capacity to learn and to change, knowledge and understanding of other people, a wider range of teaching and learning methods, increased belief in the importance of education as an instrument of change. Headmasters also see improvement in the effectiveness of an educational institution, improving the school as an organisation, improving the quality of teaching, planning, better coping with negative impact of individuals, responding to serious problems. Benefits associated with the acquisition and improvement of important life skills useful beyond the sphere of professional activity can also be derived from coaching. School headmasters also point that it supports an inclusive school function (school supporting social inclusion), dissemination of good practices.

Thanks to coaching man acquires self-awareness, keeps a better balance between study/work and private life. Coaching helps communicate more consciously. Employing coaching approach the teacher prepares to trigger individual energy of students, is eager to adapt teaching to individual preferences, personality, strengthens students' sense of influence and responsibility.

Coaching helps the teacher to experience greater satisfaction from the fact that he/she can really influence the changes in the behaviour of his/her students. Thanks to coaching, everybody can experience a real change – the change he/she wants to achieve.

Implementation of coaching in the school (educational) reality requires at the beginning fulfillment of several conditions:

The most important of them are:

- start with yourself to understand well what coaching can offer and how it can be used in daily practice,
- consider the impact of coaching on the functioning of educational institutions: teachers, students, community,
- take care of the coaching support system and record achievements that the teacher and students will gain thanks to coaching,
- formulate rules on the use of coaching and take care of their practical observance.

The teacher who develops and consciously directs his/her development, can thanks to coaching take care of what may be of particular importance for a change: the desire to influence the way students learn, involvement in one's own professionalisation, belief in the potential present in students and colleagues from an educational institution, involvement in the development of emotional intelligence, which is supported not only by present but also by prominent thinkers of past epochs (e.g. Goethe).

What skills can a teacher who wants to become a coach acquire?

- ability to build consensus in contact with students and colleagues,
- good communication in relationship with another person,
- the ability to listen, which is the basis for reaching the depth of meaning,
- the ability to ask questions that lead to a full understanding of not just words, but also emotions and values that are the most meaningful basis of expression,
- the ability to inspire to action, reflection and learning,
- developing a sense of one's own uniqueness and the ability to see success.

The coach takes care of:

- ensuring high level of confidence in contact with others,
- maintaining stability - to be someone you can rely on in the long term,

- sincere respect for other people (is there another way to teach students respect than making them feel it?)
- being an honest, sincere and open person,
- putting challenges without coercion or threat.

Coaching in school is not just a different way of learning – it is also a comprehensive development of students, teachers and the entire staff.

Coaching helps in:

- developing cooperation in a direct form of teamwork,
- shaping a friendly, creative atmosphere, i.e. organisational culture.

In such model, one can see the relationship between organisation, teams and individuals acting within it, starting from values to achieving improvement at all three levels. The individual takes care of continuous development, the organisation constantly expands its culture (perfects its mode of operation), the teams support each participant.

Coaching allows for improvement of:

KNOWLEDGE CAPITAL based on the optimal use and common improvement of knowledge potential represented by the staff of an institution;

SOCIAL CAPITAL referring to the openness of the institution to the local community, dialogue and cooperation;

ORGANISATIONAL CAPITAL which is based on observation, reflection and commitment in introduction of such changes that best serve building of organisational culture and in the best way promote the comprehensive development of students.

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