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**THE APPLICATION OF THE NEW COACHING APPROACH  
IN THE MANAGEMENT OF THE SCHOOL STAFF**

*Abstract*

*This article describes the role of coaching and methodology for the creation of a coach in the school environment. decentralization process in the formation of Israel to impose school requirements for excellence and highly qualified teaching staff. Obstacles to professional development factors are, first of all, personality: lack of time, limited resources, straitened circumstances, its own inertia.*

**Keywords:** *coaching, coaching environment, teaching staff, school.*

### 1. Introduction.

Each person is unique creative person who can achieve great success in life and in work. Under the influence of the environment, the production and living environment, a person has beliefs that limit and hinder the development of its potential. Coaching – a technology for the disclosure of the potential of the individuals, in order to maximize their own productivity and efficiency. Effective coaching – this control method, the interaction with people, the way of thinking. Features of coaching lies in the fact that the interaction of "coach" and "client" is extremely individual. They are focused on a particular employee and have a great effect. The coach acts, as a consultant is not giving advice. He plays the role of a professional mastermind to find solutions to production problems, revealing the creative potential of the "client", supporting and contributing to the achievement of positive results that will change the "client" status in the personal career.

### 2. Materials and Methods.

The authors used the following methods: a method of logical analysis, the comparative method, statistical method, the method of induction and deduction, quantitative and qualitative, descriptive and analytical methods.

### 3. Results.

The education system in Israel refers to teachers as the most important, key figures in the process of decentralization and the transition to the school government, emphasizes the importance of the teacher's work and its social significance in the learning process, and in the reorientation of the modern school.

A study conducted by the author revealed the need for motivation of professional educators development (67%), the development and use of new teaching methods in the educational process (65%), but part of the teachers (60%) focus on development is highly dependent on conditions (do not have the opportunity to participate in the development of strategies and policies of the school).

Obstacles to professional development factors are, first of all, personality: lack of time, limited resources, straitened circumstances, and its own inertia. Professional activity is passive, inert character, i.e., initiative of professional advancement of teachers comes from the school management by administrative methods, in accordance with its objectives. These provisions give rise to inconsistencies:

- Between the objective need for a school qualified teaching staff and the lack of desire for self-development;
- Between the need for professionally – creative self-development and the lack of effective forms of intensive training tailored to individual needs and pedagogical experience of a particular specialist;
- Between the need to use new teaching methods in the educational process and the lack of effective tools in management practice.

Thus, it becomes necessary to use the new technologies of training teaching staff, providing conditions for the transition of the teacher in the state of an active subject professionally - creative self-development.

To resolve any contradictions we have chosen coaching technology that can increase the motivational component of professional process – creative self-development of teachers, development of professional competencies demanded.

Hypothesis – if coaching environment is created in an educational institution, that:

- Creative self-development of teaching staff – a high level of professional motivation is reached;
- Teachers possess skills, new technologies, competencies demanded in modern conditions of development of educational institutions;
- In practice, will be used by the new social services (education and support for foster families) on a high professional level of quality;
- The number of teachers with qualification category will increase from 25% to 80% of the total number of teaching staff;

- Talent pool to effectively reach your career goals.

The basic idea is to create an educational institution of effective coaching environment providing conditions for career growth and increase the motivation of the professional – creative self-development of teachers.

To achieve this goal it is necessary to solve the following tasks:

1. Relate the requirements and needs of the organization to the level of professional development with the existing level of professional competence of staff.
2. Develop competency profiles of different categories of employees of the institution.
3. Train management team coaching technology educational institution.
4. Develop and implement a management model of professional development of teachers in a coach – the environment taking into account the targets of the educational institution and the needs of the professional development of teachers.
5. Summarize the experience of implementing coaching techniques in the educational institution.

The novelty consists in the application of the new coaching approach in the management of the school staff. He will focus on the education of school request to the professional competence of teachers, to improve the motivation of the professional – creative self-development of teachers.

Staff analysis of pedagogical resources showed no willingness among the majority of teachers to rapid changes, the lack of specialized vocational training, qualification category, lack of motivation of professional development in line with the new realities, passivity and inertia of their own development, the lack of commitment to the professional – creative development.

To resolve this issue, the authors have chosen coaching technology, which in recent years has a special place in the direction of pedagogical support of development of professionalism and skill of teachers, development of motivation for professional growth.

Coaching Technology Research discussed in the works by John Blakey and Ian Day (2012), Gillian Jones and Ro Gorell (2012) and others.

Coaching in these studies considered for the most part as the effective management of technology, talent and disclosure tool for achieving the goals. However, the question of the application of coaching as the motivation of professional and creative development of the technology has not been studied.

Coaching – in the educational environment is a fundamentally new direction in pedagogical science and practice. It is based on setting and achieving goals as quickly as possible through the mobilization of internal potential, the development of innovative strategies to get the result. Coaching serves as a powerful means of promoting the development of motivated readiness of teaching staff to an independent system changes in their professional activities aimed at obtaining new and purposeful improvement of existing professional competences.

The essence of coaching Truce is not so much how to do it, and that it is done. In many ways, the success of coaching leads to mutual support of a coach and his ward, as well as the use of tools and communication style. The main task of coaching – not teach anything, and encourage self-training to people in the activity he could find and obtain the necessary knowledge.

Coaching, on our opinion, is the most effective tool for improving the motivational component of professional – creative self-development of teachers. Using their basic tools: issues, technologies, training, elements, components and techniques of NLP, coaching through communication identifies congenital and acquired valuable human qualities, creates relationships between people-oriented arrangement, understanding, trust, support, motivate people to creative activities.

In order to eliminate the impediments of professional growth of the schools' staff, the author has chosen a coaching technology, which is able to increase the motivational component of the professional-creative self-development of teachers, their assimilation of professional competences. At the basis of coaching lies the setting of the maximal fast achievement of purposes, by bringing into action of teacher's inner potential, assimilation of advanced technologies in getting the result.

Activity in this area is expected in five directions. They do not strictly follow one another in time, and coexist, reinforcing each other (Fig. 1).

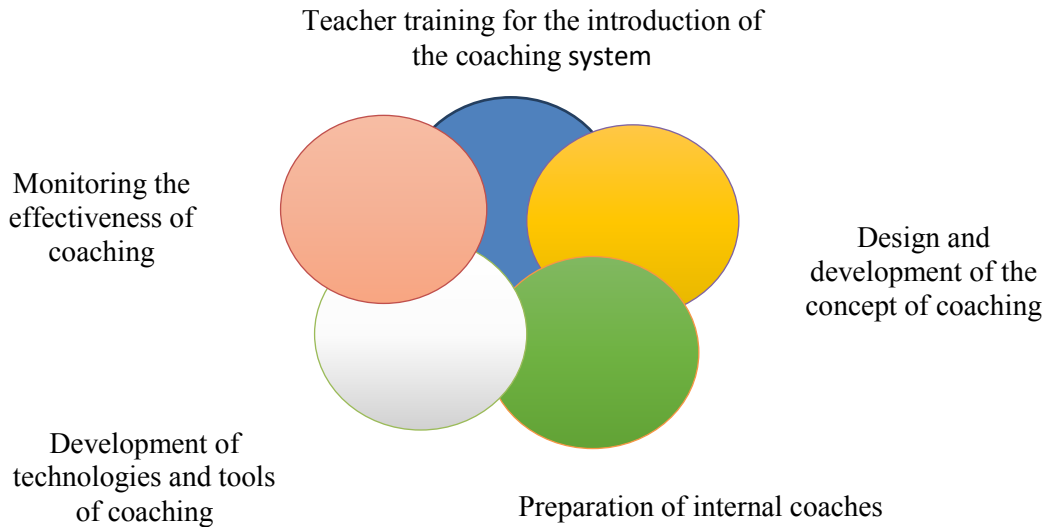


Fig. 1. Directions conditioning coach in the school environment

The step-by-introducing of the coach-technology allows the creation of a coach-environment, which is directed to development of the motivation of professional growth of the staff; increase their effectiveness in pedagogical and managerial activity; create the conditions for professional self-education and self-development.

These trends create a coaching environment conditions we specify in the form of stages, which are presented in the Fig. 2.

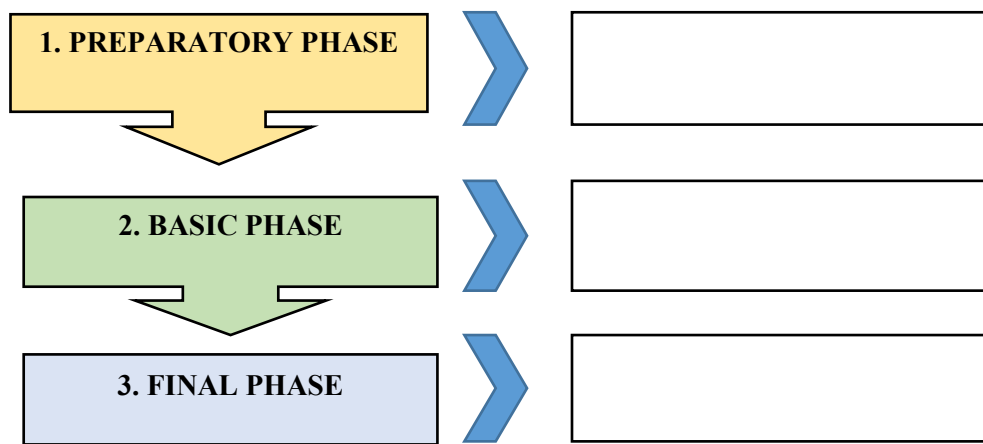


Fig.2. Steps to create the conditions of coaching environments in school

The preparatory phase of the coaching environment involves the assessment of the administrative and teaching staff of the school and its differentiation on the professional role (reserve managers), professional skills (teachers with difficulties, professionals), monitoring staff performance and identify emerging problems in the educational and organizational work. Setting goals and forecasting the expected results will help create a coaching environment in the school.

The primary stage involves individual or group training coaching technology (courses or by analyzing the existing practices of coaching implementation technology). It is necessary to develop a detailed program for the creation of a coach in the school environment. On its basis, provide training, coaching – sessions and individual consultations with employees.

The final stage involves monitoring of the effectiveness of established coaching conditions, the correlation of the results with the introduction of coaching goals and objectives, analysis of the results.

Phased implementation of coaching technology will create a coach – the environment, aimed at the development of motivation for professional growth of personnel, their effectiveness in teaching and management, creation of conditions for professional self-education and self-development.

Integration coaching at the school as the technology of formation of motivation of educational personnel requires time and an algorithm of actions, allowing to use coaching tools in their daily work.

In their work guided by the **basic principles** of coaches:

1. Awareness and responsibility principle – coaching serves to expand the boundaries of awareness of reality in the analysis of the problem, awareness allows you to take responsibility for their actions.

2. The principle of non-appraisal (expert) position – the coach does not take the estimated position, do not provide solutions, not impose soybean opinion does not carry his experience, man himself makes a decision about the next step.

3. The principle of the relationship – the work on a specific purpose in the course of the coaching effect on other spheres of life.

4. The principle of equality – coaching is based on the communicative cooperation and is aimed at building partnerships between the coach and the client, which is especially important in the system of training.

5. The principle of gradual development – coaching allows you to create each customer step towards achieving this goal in the "zone of proximal development".

Evaluation of productivity of proposals for the establishment of coaching environment will be based on a re-diagnosis, aimed at: an assessment of motivation and readiness of teaching staff to the professional – creative development, assessment of the level of achievement of professional – creative self-development of teachers (interim, final).

#### **4. Conclusions.**

Coaching in school is a fundamentally new direction. It is based on setting and achieving goals in short terms through the mobilization of internal potential, the introduction of advanced strategies for getting the result. The school management will be effectively used resources, leadership training – educational process will move to the next level. Teachers, who have mastered the technology of coaching education, will successfully apply their knowledge in practical activities. They will to make their own modifications in coaching techniques, adapted to the training – educational process. Coaching is a universal powerful means of improving the quality of education is not only the teacher, but his pupils (students). It is a new technology for creating synergy in the system of relations "teacher – student", "teacher – parent", "teacher – a teacher."

#### **References**

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#### **РИНА БЕН ШАБО**

#### **МЕКТЕП ҚҰРАМЫН БАСҚАРУДА ЖАҢА КОУЧИНГ ТӘСІЛДЕМЕСІН ҚОЛДАНУ**

*Бұл мақалада мектеп ортасында жаттықтырушы құру үшін жаттықтырушы мен әдістемесі рөлін сипаттайды. озық және жоғары білікті профессор-оқытушылар құрамы мектеп талаптар жүктейді Израиль қалыптастыруда орталықсыздандыру процесі. Уақыт болмауы, шектеулі ресурстар, ештеңеден мән-жайлар, өз инерция: кәсіби даму факторлары кедергі, ең алдымен, жеке басын болып табылады.*

*Мақаланың мәнін ашатын сөздер: қоршаған ортаны, оқытушылар құрамы, мектеп жаттықтырушылық коучинг.*

**РИНА БЕН ШАБО**

**ПРИМЕНЕНИЕ НОВОГО КОУЧИНГОВОГО ПОДХОДА В УПРАВЛЕНИИ ПЕРСОНАЛОМ ШКОЛЫ**

*Эта статья описывает роль коучинга и методику создания коуч-среды в школе. Процессы децентрализации в образовании Израиля предъявляют к школе требования по обеспечению профессионализма и высокой квалификации педагогических кадров. Препятствующими профессиональному развитию являются, прежде всего, личностные факторы: недостаток времени, ограниченные ресурсы, стесненные обстоятельства, собственная инерция.*

**Ключевые слова:** коучинг, коуч-среда, педагогические кадры, школа.