



CEAR

Centre for Education Action Research

الهيئة العامة للتعليم  Al-Futtaim Education Foundation

THE IMPACT OF IMPLEMENTING A COACHING STYLE APPROACH TO GIVING FEEDBACK TO IPGCE STUDENT TEACHERS ON SCHOOL PLACEMENT

EMMA CROSBY

Deira International School
ecrosby@disdubai.ae

© 2024 Emma Crosby, Deira International School and the Centre for Education Action Research (CEAR). All rights reserved.

This research paper is protected by copyright law. Unauthorized reproduction, distribution, or use of any part of this paper in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without the prior written permission of the author and CEAR is strictly prohibited.

The content within this paper is provided for educational and research purposes only. Any references, quotations, or excerpts used must include appropriate citations and attribution to the original author and CEAR. For permissions or licensing inquiries, please contact ecrosby@disdubai.ae or sfernandes@disdubai.ae.

Introduction

In the field of teacher education, the search for effective strategies to support student teacher development is ongoing. This case study explored the impact of a coaching style approach to feedback for International Postgraduate Certificate in Education (iPGCE) student teachers during school placements, examining how coaching feedback influences their progress and development.

Research Objectives

The study aimed to determine if student teachers recognise coaching as a feedback style: if school-based mentors feel confident using coaching as a feedback style and if both students and mentors find coaching useful for the development of trainees. The sample consisted of four mentors and three student teachers, with data collected through questionnaires before and after mentors received coaching training (from The Educational Coach).

Initial Understanding and Training Impact

Before the training, the majority of participants had only a vague idea of what coaching entailed. Post-training, 100% could accurately define coaching and mentors reported a significant increase in their confidence in providing coaching feedback. This shift highlights the importance of adequate training in equipping mentors with the necessary skills to effectively employ a coaching approach.

Student Teachers' Perspective

Initially, student teachers preferred feedback that balanced encouragement with constructive criticism. After experiencing coaching, all student teachers identified coaching as the most helpful feedback style. One student reflected:

"Coaching can be frustrating because sometimes we are just looking for someone to give us answers. However, what we learn through coaching feedback has a more lasting impact on our development."

This shift demonstrates the benefits of coaching, aligning with Korthagen and Vasalos' (2005) findings on the value of reflective practice.

Mentors' Perspective

Mentors initially acknowledged the potential of coaching but expressed concerns about student teachers' inexperience hindering their ability to generate ideas independently. Post-training, mentors observed that coaching fostered a greater sense of ownership and confidence in student teachers, as they actively engaged in reflection and critical analysis. This transformation supports Tschannen-Moran and Hoy's (2007) findings that coaching benefits both new and experienced teachers.

Key Findings and Conclusions

The study revealed that with proper training, mentors could confidently implement a coaching style, and both mentors and student teachers recognised its value. The positive reception of coaching feedback by student teachers, and the increased confidence among mentors, suggest that integrating coaching into feedback mechanisms can significantly enhance teacher development.

Schools and universities linked with iPGCE programs could benefit from

adopting coaching strategies and providing comprehensive coaching training for mentors. Future research should consider a larger sample size and a mixed-method approach to gain more in-depth insights.

Final Thoughts

The implementation of a coaching style approach to feedback has a profound, positive impact on the development of iPGCE student teachers. By fostering reflective practice, enhancing mentor-mentee relationships and boosting self-efficacy, coaching emerges as a powerful tool in the professional growth of future educators.

References

Korthagen, F. A., & Vasalos, A. (2005). Levels in reflection: Core reflection as a means to enhance professional growth. *Teachers and Teaching: Theory and Practice*, 11(1), 47-71.

Tschannen-Moran, M., & Hoy, M. W. (2007). The differential antecedents of self-efficacy beliefs of novice and experienced teachers. *Teaching and Teacher Education*, 23(6), 944-956.