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PEDAGOGICAL COACHING AND TEACHER LEADERSHIP DEVELOPMENT: KEY ASPECTS AND IMPACT ON EDUCATION QUALITY IN UKRAINE

In the current era of global changes and educational reforms, Ukraine is actively implementing professional development for teachers as a key element in improving education quality. One promising form of professional development gaining popularity worldwide and in Ukraine is pedagogical coaching. The aim of this study is to substantiate the concept of educational coaching in the context of teachers' professional development. The study's tasks include identifying and characterizing the main ideas of the concept, its principles, patterns, and approaches. The method of theoretical analysis was used in the research process. The significance of coaching in teachers' professional development, its impact on teaching practices, and student success are examined. Various types of coaching, such as leadership coaching, literacy coaching, cognitive coaching, and instructional coaching, are described. Evidence of coaching effectiveness is provided through research showing its impact on improving teachers' performance and student outcomes. The stages of the coaching process are considered, highlighting the cyclical nature of coaching and the need for continuous improvement of teaching practices based on feedback from coaches. Emphasis is placed on the importance of studying the technical aspects of coaching to ensure its effectiveness. Recommendations are proposed for adapting global coaching practices to Ukrainian realities to enhance education quality and the sustainable development of Ukraine's educational system. This research is a step towards a deeper understanding and effective implementation of pedagogical coaching in the Ukrainian education system, contributing to the professional growth of teachers and improving student performance.

Key words: *educational coaching, teacher leadership, professional development, Ukraine, coaching types, coaching effectiveness, coaching process, educational quality.*

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ПЕДАГОГІЧНИЙ КОУЧИНГ ТА РОЗВИТОК ЛІДЕРСТВА ВЧИТЕЛІВ: КЛЮЧОВІ АСПЕКТИ ТА ВПЛИВ НА ЯКІСТЬ ОСВІТИ В УКРАЇНІ

В епоху глобальних змін та освітніх реформ в Україні активно впроваджується професійний розвиток вчителів як ключовий елемент підвищення якості освіти. Однією з перспективних форм професійного розвитку, що набуває популярності у світі та в Україні, є педагогічний коучинг. Метою цього дослідження є обґрунтування концепції педагогічного коучингу в контексті професійного розвитку вчителів. Завдання дослідження включають визначення та характеристику основних ідей концепції, її принципів, закономірностей та підходів. У процесі дослідження використано метод теоретичного аналізу. Розглянуто значення коучингу в професійному розвитку вчителів, його вплив на практику викладання та успішність учнів. Описано різні види коучингу, такі як коучинг лідерства, коучинг грамотності, когнітивний коучинг та інструктивний коучинг. Докази ефективності коучингу надаються на основі досліджень, які демонструють його вплив на підвищення ефективності роботи вчителів та покращення результатів учнів. Розглянуто етапи процесу коучингу, підкреслено циклічність коучингу та необхідність постійного вдосконалення практик викладання на основі зворотного зв'язку від коучів. Наголошується на важливості вивчення технічних аспектів коучингу для забезпечення його ефективності. Запропоновано рекомендації щодо адаптації світових практик коучингу до українських реалій задля підвищення якості освіти та сталого розвитку освітньої системи України. Це дослідження є кроком до глибшого розуміння та ефективного впровадження педагогічного коучингу в українську систему освіти, що сприятиме професійному зростанню вчителів та покращенню успішності учнів.

Ключові слова: педагогічний коучинг, лідерство вчителів, професійний розвиток, Україна, типи коучингу, ефективність коучингу, процес коучингу, вдосконалення школи, якість освіти.

Introduction. Pedagogical coaching and teacher leadership development are becoming critical factors in the modern educational paradigm aimed at continuously improving learning processes and enhancing education quality. Coaching, as an individualized approach to teachers' professional growth, contributes to improving teaching skills and actively fosters the development of leadership qualities. Using coaching in the educational context creates a unique opportunity for teachers to become more effective mentors and active participants in the school community's change process.

This article explores the importance of integrating pedagogical coaching into the teacher leadership system. It defines the impact of this approach on creating a positive school culture and improving overall education quality. Experienced teachers who become coaches and collaborate with school administrators play a crucial role in forming strong leadership teams capable of innovation and achievements in the educational process. This approach not only supports the individual professional development of teachers but also stimulates their leadership abilities, which is critical for addressing modern challenges in the field of education. For instance, through coaching, teachers can implement innovations in the learning process, promoting active student engagement and increasing their motivation to learn.

In the context of global changes and reforms in the educational sector, Ukraine is actively implementing professional development for teachers as a critical element in improving education quality. Teacher professional development aims to enhance teaching skills, directly impacting student success and school

effectiveness. One promising form of professional development for teachers is pedagogical coaching, which is gaining popularity in many countries worldwide.

Theoretical framework and research methods. Successful improvement depends on each school's ability to manage change and development effectively. This involves creating a capacity for change and development within the school organization. Developing such capacity requires careful incorporation and development of collaborative processes in schools, with particular attention to maximizing professional learning opportunities for teachers. Research shows that where individuals have confidence in their abilities, their colleagues' abilities, and the school's capacity to support professional development (Mitchell & Sackney, 2000, p. 78), the likelihood of school improvement is higher. Creating the capacity for school improvement involves profound transformations in the organizational culture of schools. This requires participants to see the school as a professional community where teachers have opportunities to learn from each other and work together. In such a community, leadership is distributed throughout the system, and improvement occurs through an internal search for meaning, relevance, and connection (Mitchell & Sackney, 2000, p. 139). Developing the capacity for improvement also involves expanding the potential and opportunities for teachers to take on leadership roles within the organization. In the USA, Canada, and Australia, the concept of «teacher leadership» is well-developed and supported by some research. This leadership model involves the redistribution of power and the

reorientation of authority within the organization. Evidence suggests that in such conditions, leadership serves as a more vital internal catalyst for school improvement and change (Hopkins, 2001).

In the literature, «teacher leadership» has diverse definitions (see Harris & Muijs, 2001). However, it is generally viewed as a set of formal leadership roles for teachers that include both managerial and pedagogical responsibilities, such as department head, subject coordinator, and critical stage coordinator, as well as informal leadership roles like coaching, leading a new team, and organizing action research groups. Teacher leadership is conceptualized as a set of collective behaviours and practices. This concept is mainly associated with distributed leadership but is conceptually broader since it pertains exclusively to teaching staff leadership roles, even though it is broader than many practical implementations of distributed leadership, which often focus on formal middle leadership and subject leadership roles (e.g., Camburn, Rowan, & Taylor, 2004).

At the heart of this distributed leadership model lies the nature and purpose of leadership in ‘the capacity of individuals in the school to work together, constructing meaning and knowledge collectively and collaboratively’ (Lambert, 1998, p. 5). From this perspective, leadership is not a static entity but a flexible and emergent phenomenon. As Gronn (2000, p. 333) observed, this has three implications. Firstly, it implies new power relations within the school, where the lines between followers and leaders gradually fade. Secondly, it affects the distribution of labour in the school, especially when organizational tasks are shared more widely. Thirdly, it opens up the possibility for all teachers to become leaders at different times. This last aspect holds the most significant potential for school improvement as it is based on collaborative forms of work among teachers. This conceptualization of leadership, which aligns with modern theories of educational management and leadership, differs from some more traditional conceptualizations that place leadership in the person of the school principal and reflect the view that every individual can exercise leadership to some extent. This does not mean that everyone is or should be a leader, but it allows for a more democratic and collective form of leadership. Gronn (2000) considers leadership as a more collective phenomenon, where ‘leadership resides in the flow of activities in which members of the organization are engaged’ (Gronn, 2000, p. 331) and where leadership is seen as a flow of influence in organizations that frees it from any presupposed connection with management’ (Gronn, 2000, p. 334). This view of leadership underpins this

study, so when we use the term ‘leadership’ in this article, we refer to leadership as a process operating in organizations rather than a process controlled by a single individual.

Teacher leadership is based on the redistribution of power within the school. This model’s leadership base is diffuse, and power is distributed among the teacher community. In this sense, leadership is widely distributed among organization members. The extent to which power is genuinely distributed, especially in a culture of accountability where ultimate responsibility always lies with the school principal, remains to be determined. However, despite the significant literature on teacher leadership, empirical studies of teacher leadership in action still need to be determined.

The link between leadership and coaching in the educational context is a key aspect of modern strategies for managing and developing teaching staff. This interaction not only determines the effectiveness of management processes in educational institutions but also contributes to creating a favourable environment for the personal and professional growth of the entire teaching staff. Education leadership requires managers to make strategic decisions, manage changes effectively, and support and develop each team member individually. In this context, coaching is a powerful tool that allows educational leaders to support their employees’ personal and professional development, encouraging them to achieve new heights in teaching and pedagogical practice. It inspires a sense of motivation and a drive for continuous improvement among the teaching staff.

Ukraine has begun implementing coaching in the education system, considering the experience of other countries and scientific research that emphasizes the importance of supporting teachers through mentorship and coaching. Research shows that coaching contributes to teachers’ professional growth, improves teaching practices, and enhances student outcomes. In the Ukrainian context, implementing coaching involves creating partnership relationships between the coach and the teacher, providing individualized and continuous support.

Given the need to improve education quality, coaching in teachers’ professional development becomes an important tool that helps ensure the sustainable development of Ukraine’s educational system. This process requires careful planning, implementation, research, and analysis to adapt the best global practices to Ukrainian realities.

The main goal of any education is to impart knowledge and teach learning: acquiring and finding the necessary information. Coaching activates these

processes through personal motivation for self-directed learning.

Teachers' professional development is a critical element in improving education quality worldwide. Coaching is gaining popularity in many countries as an effective tool for supporting pedagogical practice (Gibbons & Cobb, 2017; Kraft et al., 2018; Piper & Zuilkowski, 2015). Ukraine is also making significant strides in implementing coaching in the education system, an essential step towards ensuring high-quality teacher preparation.

Scientific studies emphasize the importance of coaching in teachers' professional development, which improves their practice and student success (Denton & Hasbrouck, 2009; Kane & Rosenquist, 2019; Teemant et al., 2011). Coaching provides personalized and continuous support for teachers' professional learning through partnerships between the coach and the teacher (Gibbons & Cobb, 2017). In Ukraine, this approach is becoming increasingly relevant due to the need to improve education quality and the sustainable development of the country's educational system.

The aim of the study. This study aims to substantiate the concept of educational coaching in the context of teachers' professional development. The study's tasks include identifying and characterizing the main ideas of the concept, its principles, patterns, and approaches. The method of theoretical analysis was used in the research process. The significance of coaching in teachers' professional development, its impact on teaching practices, and student success are examined.

Results of the scientific research. The concept of coaching includes various types that are widely used in different professional fields. Leadership, cognitive, literacy, and instructional coaching are particularly noteworthy. Leadership Coaching is aimed at developing leadership skills in managers and leaders. It helps identify and strengthen leadership qualities, develop strategic thinking skills, and enhance the ability to manage teams and organizations. This type of coaching is relevant for school leaders who aim to improve their leadership and management skills. Leadership coaching can help school administrators and educational managers develop strategic thinking, improve team management skills, and effectively manage changes in the school environment. Cognitive coaching is focused on developing cognitive skills and abilities, such as critical thinking, problem-solving, and decision-making. It helps individuals improve their ability to think critically and make informed decisions. This type of coaching is relevant for teachers who want to improve their cognitive

skills and apply them in their teaching practice. Cognitive coaching is aimed at developing teachers' thinking abilities and problem-solving skills. It helps teachers better understand their thought processes and improve their decision-making and problem-solving abilities. Cognitive coaching is based on the principle of «teaching through thinking,» where the coach helps teachers analyze their thoughts and actions, improving their teaching practices. Literacy Coaching focuses on improving literacy skills, including reading, writing, and comprehension. This type of coaching is relevant for teachers who want to improve their literacy skills and apply them in their teaching practice. Literacy coaching aims to develop teachers' knowledge and literacy skills. It helps teachers improve their ability to teach reading and writing and understand how to develop these skills in students. Literacy coaching is based on the principle of «learning through literacy,» where the coach helps teachers improve their literacy skills and apply them in their teaching practice. Instructional coaching is aimed at improving teaching practice. It helps teachers develop and improve their teaching methods and strategies and their ability to analyze and improve their lessons. Instructional coaching is relevant for teachers who want to improve their teaching practice and achieve better student outcomes. Instructional coaching is aimed at developing teachers' skills and knowledge in the field of teaching. It helps teachers improve their teaching methods and strategies and their ability to analyze and improve their lessons. Instructional coaching is based on the principle of «learning through teaching,» where the coach helps teachers improve their teaching practice and achieve better student outcomes.

Numerous studies confirm the effectiveness of coaching in improving teachers' practice and student success. For instance, research by Knight (2007) shows that instructional coaching contributes to significant improvements in teaching practice, while studies by Showers and Joyce (1996) emphasize that coaching increases the likelihood of successful implementation of new teaching strategies. The most significant findings of these studies include:

Improving Teaching Practice: Coaching helps teachers improve their practice by providing personalized and continuous support. This allows teachers to understand better and apply new teaching methods and strategies.

Enhancing Student Outcomes: Coaching improves student outcomes by helping teachers become more effective and capable of providing high-quality education.

Professional Development: Coaching provides opportunities for teachers' professional development

by allowing them to reflect on their practice, receive feedback, and improve their skills and knowledge.

The effectiveness of coaching depends on various factors, including the quality of the coach-teacher relationship, the coach's professional qualifications, and the organizational context in which coaching takes place. The coaching process typically consists of several stages depending on the specific coaching model and context. However, standard stages include:

Establishing a Relationship: At this stage, the coach and the teacher establish a trusting and collaborative relationship. This is a critical stage as it lays the foundation for effective coaching. The coach and the teacher discuss the goals and objectives of coaching and the expectations and responsibilities of both parties.

Setting Goals: At this stage, the coach and the teacher set specific, measurable, achievable, relevant, and time-bound (SMART) goals for the coaching process. These goals should be aligned with the teacher's professional development needs and the school's educational objectives.

Observation and Feedback: At this stage, the coach observes the teacher's practice and provides feedback. This may involve classroom observations, analysis of lesson plans, and discussions with the teacher. The coach provides constructive feedback, highlighting strengths and areas for improvement.

Implementation and Practice: At this stage, the teacher implements the feedback and suggestions provided by the coach. The teacher applies new teaching methods and strategies in their practice and continuously reflects on their effectiveness.

Reflection and Evaluation: At this stage, the coach and the teacher reflect on the coaching process and evaluate its effectiveness. They discuss the progress made towards the goals, the challenges encountered, and the lessons learned. This stage is critical for continuous improvement and ensuring the sustainability of coaching. To ensure the effectiveness of coaching, it is essential to study its technical aspects, including:

Coaching Models and Approaches: Understanding different coaching models and approaches allows educators to select the most appropriate methods for their specific context and needs.

Professional Qualifications of Coaches: Ensuring that coaches have the necessary professional

qualifications and experience is critical for effective coaching. This includes their knowledge and skills and their ability to build trusting and collaborative relationships with teachers.

Organizational Context: The effectiveness of coaching also depends on the organizational context in which it takes place. This includes the support provided by school leadership, the availability of resources, and the overall school culture. To effectively implement coaching in the Ukrainian education system, the following recommendations are proposed:

Developing Coaching Programs: Developing comprehensive coaching programs that are tailored to the specific needs and context of Ukrainian schools. This includes providing training and professional development opportunities for coaches.

Building a Supportive Environment: Promote a culture of collaboration and continuous improvement to create a supportive environment for coaching. This includes providing resources and support for coaching and recognizing and rewarding the efforts and achievements of coaches and teachers.

Evaluating and Improving Coaching Practices: Continuously assess and improve coaching practices to ensure effectiveness. This includes collecting and analyzing data on the impact of coaching on teachers' practice and student outcomes and using this information to inform future coaching initiatives.

Conclusion. Pedagogical coaching and teacher leadership development are critical factors in improving education quality and ensuring the sustainable development of the educational system. Coaching helps improve teaching practice, enhance student outcomes, and foster a positive school culture by providing personalized and continuous support for teachers' professional development. In the context of global changes and reforms, Ukraine is actively implementing coaching in its education system, considering the experience of other countries and scientific research that emphasizes the importance of supporting teachers through mentorship and coaching. This research contributes to a deeper understanding and effective implementation of pedagogical coaching in the Ukrainian education system, promoting the teachers' professional growth and improving student performance.

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