



A Short Outlook on One of the Modern Supervision Types:

Peer Coaching

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Abstract

This research was conducted in order to discuss one of modern supervision approaches and its viewpoints and explain this: peer coaching. This article describes the background, components, process, characteristics, and benefits of peer coaching. In this process, it has been more important which types of supervision have been chosen: traditional or modern. Researches have showed that while traditional supervision approaches have affected teachers' negatively modern supervision approaches have encouraged teachers to work more. So, it has been an object of interest what peer coaching is, what differences and purposes have been and how it works. In this study, content analysis has been used on the nature of peer coaching and for this purpose, books and articles which are related to peer coaching have been scrutinized and the terms "peer coaching" have been tried to explain in all details. Definitions and other aspects of peer coaching have been discussed by literature related to peer coaching. According to literature, in this study, it can be said that peer coaching is a modern approach and teachers have asked for supervisor to use such modern approaches. Analyzing the literature, it can be said that peer coaching which is a modern supervision approach, has been thought more humane and more positive by teachers. It has overcome the bias of "supervision" and it has given a giant comfort not only organizations but also supervision mechanism and supervisor-teacher.

Keywords: Modern supervision, peer coaching, positive feedback.

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Introduction

As there have been changes in all fields, there has been a change in the understanding of “supervision”. Educational supervision, which tries to get rid of classical supervision approaches, has directed into modern supervision approaches. According to Aydın (2013), developing human sources and using effectively has become the focal point of modern supervision approaches. Such approaches as peer coaching have thought that the person is focus and this has provided effective usage of human sources.

In health care, business and nonprofit sectors, organizations have used peer coaching in leadership-development programs to assist in class learning and to supply accountability (Parker, Kram & Hall, 2014; Van Oosten & Kram, 2014). Peer coaching has been revealed to have advantages in various environments from professional career and employee progress to psychosocial process (Huston & Weaver, 2008; Jones, Woods, & Guillaume, 2016; Parker, Wasserman, Kram & Hall, 2015). In learning organization which guides to teacher’s development and the phenomenon of change and development, unlike classical approaches, peer coaching has been presented to support and to make it possible for teachers who are in self-development effort and lead constantly to self-renovation and practicing of changes. This approach has become a guide for teachers and it has aimed to motivate teachers and to enhance teachers’ competence with positive feedbacks. Peer coaching has substantially contributed to teacher’s personal growth and self-esteem and teacher has provided his/her development with being motivated by other colleagues. This approach has assisted to eliminate teachers’ bias about peer coaching.

Peer Coaching

In process of teachers’ self-development, teachers may have difficulty in getting help from a supervisor. This is because classical supervision approach aims to find the matters and to reveal teacher’s inefficacy. However, in modern supervision approach, supervision has been related to being aware of teacher’s strengths and trying to develop themselves and this approach has a thought to guide teachers. Even so, in human nature the feeling of uncomfortableness which results from being corrected by someone else has made peer coaching a current issue.

Peer coaching has confronted as a term which has been intensely searched since 1980s. This term has been stated as a facilitating art for self-realization and helping individuals learn something as career development (Bozak, 2011, 8). Peer coaching has provided teachers for both supporting each other and learning vocational knowledge and skills each other. Also, it has provided teachers for making real discussion about learning process of themselves and students. Peer coaching has been fed both from model’s nature and from model’s constructivism features. Besides it has been fed with process in which people created the meanings with other people via interactions in this constructivism (Ilgan, 2016, 245).

According to Aydın (2016, 233); peer coaching is a general term which is given to various implementation including teacher’s help to another teacher. In literature, peer coaching has been mentioned such different names as peer cooperation, cognitive coaching, cooperative coaching, technical coaching, peer supervision. Demir and Doganay (2009, 719), contrary to this opinion, has explained cognitive coaching as one of type of peer coaching in their research. Peer coaching, which has been searched since 1980s, has been identified as a help for practicing of certain teaching skills via employee and programmed progress and for thinking and developing teachers’ teaching practice (Sullivan & Glanz, 2015, 190). Besides, according to DeBlieu (2002), peer coaching is a technique which is planned, in a group, cooperative, support-based and developing ultimate goals. This technique, especially, is a practice which analyzes output about a subject to opposite person, restructure and recover all those things and a process which both coaches and opposite ones together benefit from team work (Gur, 2015, 78).

Peer coaching has been widely used in teacher education in which there have been many efficient definitions. Ackland (1991) has identified peer coaching as a process in which teacher groups regularly have observed at each other and give support, friendship, feedback and help to each other.

Wynn and Kromrey (1999) has identified this term as a peer among school teacher, trainee teacher and teacher candidate which have observed each other and given them advisory support in getting correct teaching skills, have found different results (Ladyshevsky, 2006, 68). According to Robbins and Robbins (1991, 1), peer coaching can be explained as the most reliable process that two or more colleagues have transferred current practice and have built, developed and corrected new skills, have shared their opinions, have solved problems in work environment, in practice and in teaching each other. When looking at all definitions, it can be said that peer coaching is a process in which a teacher/supervisor supports, helps or consults with another teacher. Also peer coaching has emphasized on teamwork skills and sharing opinions equally.

The Purpose and Importance of Peer Coaching

According to Zwart, Wubbels, Bergen and Bolhuis (2009), the first act before starting to peer coaching is to clear targets and aims. At the beginning, this has been searched whether this is a peer help or an interaction among equals or a hierarchical situation for one-way help- in other words more educated or experienced teacher to less educated or experienced teacher (Glickman, Gordon & Ross-Gordon, 2014).

Leaders' assist of their teachers have been found to encourage proactive behaviors and make the opportunity ease and motivation to make change (Wu & Parker, 2017).

Sullivan and Glanz (2015, 190) has been listed the targets of peer coaching below as:

- Developing teaching practice
- Stimulating self-enterprise and thought of autonomous teacher
- Developing school culture
- Enhancing to be colleague and vocational dialog
- Contributing new or widespread teaching skills

Becker (1996) has stated peer coaching as: developing student's education, developing professional vocational education, enhancing cooperation and sharing, enhancing reflective practice and encourage, solving problems, decreasing teacher's loneliness, encouraging teachers to making research, creating a suitable environment for sharing information, supporting and helping to trainee teachers, providing teachers' exchange of views, creating educational rules. In Becker's (1996) peer coaching has given importance to sharing, cooperation, exchange of views instead of evaluation and supervision. Besides, peer coaching has been identified as an expert vocational development tool in which information is reflected to practice and practice is reflected to peer coaching (Koksal & Demirel, 2008) and reflective practice is encouraged (Erdem & Ilgan, 2011, 123).

According to Aydın (2016, 234), main aims for practicing peer coaching have listed as:

- Determining teaching practice
- Stimulating teacher's autonomous thinking and initiative skills
- Developing school culture
- Enhancing cooperation and professional dialog
- Sharing to practice new and general teaching skills

Effective peer coaching has helped student achievement, learning and doctrine in standard-based classroom. Peer coaching has provided teacher's development and growth by supporting to determine short and long term aims, by providing for mentioning more than education and learning, by getting rid of troubles, by creating reflection, information and self-analysis. Also, peer coaching has provided for constantly analyzing the implementations and for guidance, encouragement and motivation to create learning from occurring events in class to teachers (Ilgan, 2016, 246).

Implementation Stages and Components

After every study conducted, implementation stages of peer coaching have revealed. Those stages have scrutinized the process of peer coaching approach to implementers. Benedetti (1997) has listed those as below:

- After giving permission from school administration, teachers should choose a person whom they trust on and whom they work well with.
- It has been provided that everyone has learned clinical supervision process and it has needed supervisor's help and those who has known clinical supervision process for this issue.
- If there has been a problem that is related to planning of teachers' observation to each other in class, it would be better that lessons have been recorded. Thus, the chances to watch the lesson together will increase. If teachers have taught the same subjects in similar classes, gathering the classes and making observation together will be better.
- For coaching practice, arranging monthly and biweekly seminars, evaluating feedback and observation techniques. In order to produce new opportunities, to make brain storming, to share experiences, creating new opportunities will be better in changing current system (Aydın, 2016, 235, Sullivan & Glanz, 2015, 191).

Peer coaching, which has been designed as a type of vocational development, has comprised of five stages including presentation and demonstration of theory. The first step of these five stages has existed presentation of theory, demonstration, implementation, feedback and coaching steps. According to Joyce and Showers (1982); coaching items of model has reflected clinical supervision. Because, this model has included in-class education, which help teacher to implement correctly into learned skills in a workshop-atelier study (Ilgan, 2016, 247).

Bowman and McCormick (2000, 256-257) have compared peer coaching with traditional supervision in experiential design. Teacher candidates have focused on "clearance skills", "educational thought" and "satisfaction level" (Murray, Ma & Mazur, 2009, 205). As Showers, Joyce and Bennett (1987) said, combination of four segments (demonstration, practice, implementation and feedback) has been necessary to develop levels of cognitive and interaction skills which have allowed implementation in class. Joyce and Showers (2002) have stated that teachers giving technical support by peer expert are more successful in implementing education in class (Murray et al., 2009, 205).

According to Pajak (1990), peer coaching has confirmed sequential process of clinical supervision model and it has included interview before observation, enlarged class observation and interview after observation. Topping (1996); Ross and Cameron (2007) have comprehensively listed implementation stages. The implementation has comprised of ten steps: 1) Determining previously learning information and drawing a frame, 2) Determining indispensable for learning subjects, 3) Determining implementation stages of new skill education, 4) Explaining theoretically new skill in a suitable time, 5) Educating new skill with demonstration, 6) Giving implementation chance to every individual who is learning, 7) Making skill education together both learning and teaching peers, 8) Giving feedback to people who aren't evaluated, 9) Making questioning- survey- skill questioning by instructor and 10) Evaluating themselves by both teaching and learning people (Yava & Cicek Sutcu, 2015, 67).

Types of Peer Coaching

Findings and classifications of peer coaching, which has a new history has not become widespread yet. Whereas many various classifications of coaching types have been seen in administration and business, there are such classification as Garmston (1987), Costa and Garmston (1986), Joyce and Showers (1981, 1982) and Sheal's in education. When analyzed peer coaching classification, it has been seen that there are two different classifications as Garmston (1987) and Sheal (1992).

Sheal (1992) has analyzed peer coaching in three dimensions such as educational coaching, developmental coaching and corrective peer coaching. While educational coaching- in other words mentorship- is a coaching which is given one-to-one in harness, developmental coaching is a coaching in which someone has worked with another person and he/she benefits from his/her own experiments

and information. Developmental coaching has needed authorization and it is the most extensive one. Corrective coaching has included helping work performance develop by correcting mistakes and problems at work (Aydın, 2016, 235-236).

Garmston (1987, 18) has mentioned that the right choice of peer coaching has made in order that peer coaching has worked well. He has analyzed peer coaching in three classes as technical coaching, colleague coaching and compelling coaching. It has been stated that technical coaching has helped teacher implement what he/she learnt in class and besides has helped teacher develop professional solidarity and professional dialog, create a common language in speech with his/her works.

Technical coaching has been revealed in Joyce and Showers' (1982) research. Technical coaching has used new monitoring more frequent and developed higher level skills; used new monitoring more suitable; saved skills and information with new strategies in a long term; taught new monitoring to her/his students; understood their targets and used them. According to colleague coaching; teachers has gained reflection habit about their educational skills through their career when they have caught implementing and developing chance of their skills (İlgan, 2016, 250).

Compelling coaching has helped teacher group solve the problems which are seen constant in distribution and design of education. Compelling has differentiated from colleague coaching and technical coaching in two sides: process and products. Compelling coaching process has started the definition of a constantly repeated problem or an expected target. Other two coaching have occurred as a pair while compelling coaching has occurred as a group (Garmston, 1987, 21).

Peer Coaching Techniques

According to Sheal (1992), there have been three techniques in implementation of coaching approach:

Directive coaching: This technique has been suitable for employees who are starting in a new project or a new work. In this approach, clear and certain instructions related to what employee has needed to do has been presented and person has been kept under control by supporting. Participative coaching: This technique has comprised of building a working system reciprocally. Solving the problems participatively for more experienced people has been used in those circumstances in which a general guidance has needed (Aydın, 2016, 236). Corrective coaching has been used in getting rid of problems and correcting mistakes. There has been more interrogation here. It can be said the hardest technique one is corrective technique. Because to correct them has been harder than to make the mistakes (Erdem & İlgan, 2011, 128).

Conclusion

Peer coaching which has been existing but in recent years, has worked as more functional and more answerable to this era, has been tried to implement many various types to make the system more productive and to make running of system easier. In educational organization like every organization, there has made research and those implementations has supported in educational services to educational organizations which are modern learning organization. There have been countless benefits of modern supervision approaches to not only teachers but also to administrators, an institution. Those approaches have been revealed that this has made it more suitable and more efficient when the system has operationalized. Especially, it has been proved by researches that supervision with guidance has been produced more humane and more positive effects. Thus, such supervision approaches as peer coaching have been preferred these days.

Those supervision approaches which have overcome the prejudice of "supervision" definition, have provided huge comfort both organizations related to the running of supervision mechanism and two sides (teacher-supervision). Thus, in learning organizations such as schools, supervisor has evaluated teachers in modern approaches such as peer coaching. They should evaluate teachers to stimulate autonomous teacher viewpoints and to improve not only teachers but also teaching implementation. Researchers should make further studies and comment or compare new researches. They should implement different sample and different culture. They may find different results and new findings.

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