



The Learning Coach Role

National Report

Portugal

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INTRODUCTION

The role of the Learning Coach (LC) is to work individually with individual teachers/trainers to support and develop their practice. They use coaching models and skills to help them to achieve their goals and reach their full potential.

The LC model of the City of Wolverhampton College (CWC), UK, states that the LC has the following key responsibilities:

- To work with the Teaching and Learning Advisors (TLA) to raise standard of teaching, training and learning across the CWC through coaching strategies and sharing good practice;
- To ensure that equality and diversity are central to teaching, training and learning and are embedded in curriculum design and delivery;
- To ensure that safeguarding, health and safety are integral to teaching and learning;
- To support teaching staff to access and use a range of resources and materials to prepare their lessons including those accessible on the internet, CWC intranet and CWC Virtual Learning Environment;
- To develop the skills of teaching staff associated with delivery techniques to meet employer needs and those of their employees;
- To keep up to date with new developments in teaching and learning, including those linked to the Learning and Skills Improvement Services;

The aim of this national report is to provide an overview of existing Learning Coach practices in each partner country, taking into account the following aspects:¹

THE NATIONAL APPROACH TO TEACHING AND LEARNING

VET plays a central role and growing importance towards the new challenges arising in Portugal and in all European countries: globalization, aging population, the emergence and growing use of new technologies and consequent need to update and acquisition of skills.

¹ All numbers in this report are taken from the programme's initial survey.

Such challenges require an increased investment in human capital and the necessary adaptation of the existent VET systems. The focus on VET leads to the structure and competitiveness of labor markets and economic sectors in whole. Thus, VET has a decisive role in the transition to a knowledge-based society and economy.

The Portuguese National Strategy for Lifelong Learning (LLL) aims to empower citizens to meet their economic and social challenges. Implementing this strategy will allow to citizens an easy transition from the environment learning to a job and vice versa, from one region or country to another, making the best use of their skills and qualifications.

In its transverse dimension, the National Strategy for LLL aims to reach all age groups and include all forms of education, training and learning in formal, informal and non-formal, focusing LLL as a process in which each citizen learns "from cradle-to-grave." Thus, Portugal continues to invest in qualification level, promoting a culture of lifelong learning to: (a) reduce the deficit of existing qualifications; (b) enhance the equity; (c) encourage and respond to the need to strengthen innovation and entrepreneurship; (d) reduce the skills gap in the labor market.

VET teachers and trainers play a crucial role in all lifelong learning and mobility/transition processes. Supported by the Bologna process, European member states increasingly establish frameworks of national standards for VET teachers and trainers.

In this sense, new frameworks, such as Learning Coach profile, are needed in Portugal in order to support VET organisations, such as schools and training centers, to change and improve teaching and learning practices

THE CURRENT SITUATION

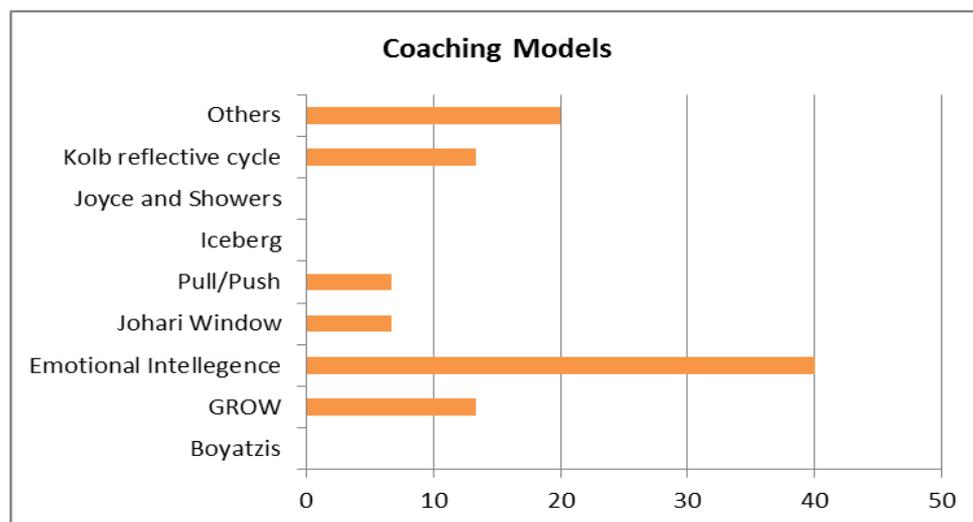
Coaching practices in different VET organisations

In Portugal there are not formal coaching practices in VET context, either schools or training centers. Usually, some informal "coaching" is done by the pedagogical responsible or older peers, in order to guide and support when a VET teacher or trainer is facing a problem. The results of the Diagnostic and Expectations Questionnaire on LC developed in Portugal clearly show that despite the valorisation of coaching process, in general, VET organisations don't use any formal process of coaching.

ISSUES

Coaching models used/known and qualifications

In Portugal, the coaching model that VET teachers/trainers better know or are more familiar is the “Emotional Intelligence” (40% of the participants). Just two participants know the “Kolb reflective cycle” and “GROW” coaching models, as showed in the chart below.



Regarding to have a coaching qualification, just 20% of the participants, representing the VET trainers target group, answered that have one certification.

Role of a Learning Coach and most critical competences

In Portugal, VET teachers and trainers consider that, to be a Learning Coach, they should also develop the following skills:

- ✓ peers training
- ✓ empowerment
- ✓ soft skills
- ✓ emotional intelligence
- ✓ self-esteem
- ✓ self-confident
- ✓ leadership

- ✓ strategic vision
- ✓ communication skills
- ✓ teams management

EXISTING SUPPORT FOR VET TEACHERS AND TRAINERS

Application of the Learning Coach

In Portugal, the Learning Coach profile does not exist. This profile can be easily applied at two VET contexts:

- ✓ Schools – from primary till secondary level
- ✓ Training Centers

Inside Training Centers, the Learning Coach can be the pedagogical responsible. In a school context, the Learning Coach can be a teacher with functions at pedagogical coordination or the psychologist.

In both contexts, it would be also possible to develop Learning Coaching programmes applied to individual and to teams.

CONCLUSION

Expectations/motivations for Learning Coach training programme

In Portugal, VET teachers and trainers pointed the following aspects that should be covered by a Learning Coach training programme:²

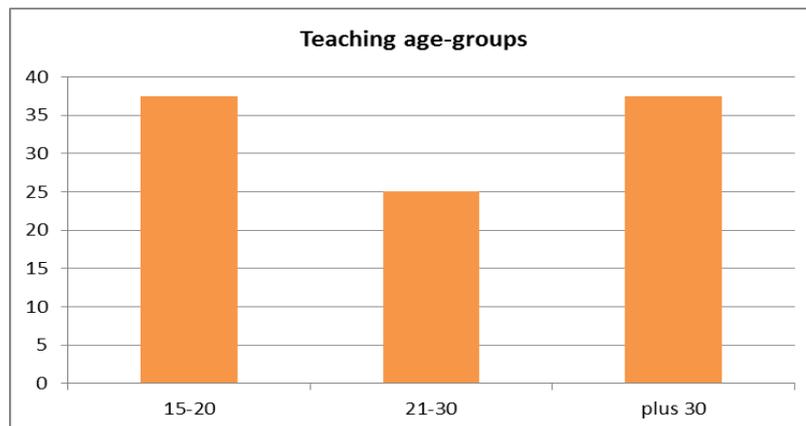
- ✓ Peer coaching skills
- ✓ Coaching techniques
- ✓ How to help new colleagues that are in internship
- ✓ Share experiences
- ✓ Increase skills
- ✓ Acquire knowledge about coaching models
- ✓ Exercises applicable to professional context

² The following points are answers given by prospective participants for the National Pilot Session

- ✓ How can apply the coaching practice to my professional context
- ✓ Collaborative work
- ✓ Master classes organisation
- ✓ Promote a school culture
- ✓ Conflicts mediation
- ✓ Proximity between teachers and students
- ✓ Motivation
- ✓ Confidence
- ✓ Groups management
- ✓ Cooperation
- ✓ Goals achievement
- ✓ Techniques for personal development
- ✓ Leadership skills
- ✓ Improve students' performance
- ✓ Mobilize the educational community

Other aspects

In Portugal, the VET teacher and trainers that answered to the questionnaire, teach the following age-groups presented in the chart below.



In summary, the role of a learning coach will be an add value for improve practices and performance of both Two o'Clock project targets-groups, VET teachers and trainers. In Portugal, ISQ will pilot the LC training programme and developed this profile on two VET communities: education and training.

ANNEX: QUESTIONNAIRE

Results for: TWO o'CLOCK (PT) | Learning Coach - Questionário de Diagnóstico e Expectativas

1) Como descreve a utilização do coaching na sua organização?

Seleccione as situações que se aplicam

	Percentage	Responses
Não usamos o coaching na minha organização neste momento	33.3	4
Não existe um processo formal de coaching na minha organização	41.7	5
Os meus colegas utilizam informalmente o coaching para apoiar os seus pares	8.3	1
O coaching é valorizado a nível individual pelos professores/formadores da minha organização	8.3	1
O coaching é valorizado para o sucesso da minha organização	0.0	0
Os professores/formadores que beneficiam de programas de coaching melhoram a sua prática em benefício dos seus alunos/formandos	8.3	1

2) Quais os modelos de coaching que já utilizou ou que conhece?

Seleccione as situações que se aplicam

	Percentage	Responses
Boyatzis	0.0	0
GROW	13.3	2
Inteligência Emocional	40.0	6
Janela de Johari	6.7	1
Puxar/Empurrar	6.7	1
Iceberg	0.0	0
Joyce and Showers	0.0	0
Ciclo reflexivo de Kolb	13.3	2
Other	20.0	3

3)

Tem alguma certificação em coaching?

		Percentage	Responses
Nenhuma		80.0	8
Other		20.0	2

4) Identifica alguma competência no papel de coach que gostasse de desenvolver?

(all results shown)

- Ligadas à vertente do ensino e formação entre pares
- todas
- empowerment
- desenvolvimento de competências
- Inteligência Emocional
- Não ser tão afetada pela opinião que os outros têm de mim
- visão estratégica; liderança; capacidade de comunicação;
- Todas.
- Gostaria de aprender uma metodologia que me permitisse orientar as pessoas nos seus objetivos pessoais e formar equipas mais fortes.
- A de líder

5) Perfil Profissional

1. Nome:
 2. Experiência enquanto professor(a)/formador(a):
 3. Certificações na área da educação/formação:
 4. Área de especialização:
 5. Certificações na área da educação/formação:
 6. Experiência na área da educação/formação (síntese curricular):
 7. Quantos colegas trabalham no seu departamento:
-

6) Eu trabalho com os seguintes grupos etários:

		Percentage	Responses
15-20		37.5	6
21-30		25.0	4
+30		37.5	6

7) **Por favor indique pelo menos 3 expectativas/motivações para uma acção piloto em Learning Coach:**

(all results shown)

- Trabalhar competências de coaching entre pares
Aprender técnicas de coaching
Ajudar colegas estagiários
- adquirir conhecimentos
partilhar experiências
aumentar competências
- adquirir conhecimentos sobre o coaching; aplicabilidade de exercícios em contexto de formação profissional; aplicabilidade da metodologia no contexto real da direcção de formação
- conhecer as bases sobre coaching, partilhar experiências e aplicação prática no meu contexto de trabalho.
- Trabalho Colaborativo;
Organização de Master Classes;
Partilha de recursos
- criar uma cultura de escola
aproximar prof e alunos
mediar conflitos
- motivação/confiança; liderança; gestão de grupos/equipas; competitividade;
cooperação; solidariedade;cumprimento de metas;
- Saber em que consiste; que inovação traz (se traz alguma); aprender mais.
- Aprender técnicas de promoção pessoal; de desenvolvimento de competências pessoais e de liderança
- Ensinar com outros processos
Melhorar o desempenho dos alunos
Mobilizar os interesses da comunidade educativa

8) **Gostaria de referir mais algum aspecto relacionado com a sua experiência profissional em relação a esta temática?**

(all results shown)

- não
- não
- não
- não
- Não

- Como responsável pela eq de integração da minha escola aprendi muito com a formação que tive.
 - Gostaria de ver uma linha de especialização do coaching mais direccionada para as organizações de ensino
 - Não.
 - Aprender como promover o coaching na leccionação.
 - Não
-

9) Outros comentários:

(all results shown)

- Sem mais comentários
- Acho esta formação essencial para quem como os professores trabalhar com crianças e jovens e lidam com colegas e EE.Cada vez mais temos de ter estas competências desenvolvidas.
- nada mais