



COACHING FOR CHANGE: IMPROVING STRATEGIES ON COACHING AND MENTORING PROFICIENT TEACHERS IN LEMERY PILOT ELEMENTARY SCHOOL

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Lemery Pilot Elementary School

ABSTRACT

This action research aimed to utilize the feedback from proficient teachers of Lemery Pilot Elementary School as regards the conduct of coaching and mentoring to improve their performance through innovative activities. It sought the current coaching and mentoring practices used in the school. Likewise, it sought for the areas for improvement in the coaching and mentoring program or activities in the school. Moreover, the course of action with new strategies which can be implemented to enhance teacher effectiveness and engagement were also asked. The descriptive method of research was used with the researcher-made questionnaire as the main data gathering instrument. The respondents were 71 proficient teachers of Lemery Pilot Elementary School chosen using the purposive sampling technique. Results revealed that the proficient teacher had their own preferences when it came to the practice which meant that they had their own weaknesses to strengthen. The proficient teachers had been aware of areas of improvement in the coaching and mentoring program and focused on exploring them. Finally, the teachers had their sights on the courses of action to new strategies which can be implemented to enhance teacher effectiveness and engagement. It was recommended that the areas of improvement for proficient teachers must be explored according to their needs. The courses of action to new strategies can be enhanced for teacher effectiveness and engagement. Lastly, the teachers' own preferences of practice which signal their own weaknesses has to be strengthened.

Keywords: *coaching and mentoring, strategies, proficient teachers*

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I. CONTEXT AND RATIONALE

In the ever-evolving landscape of education, instructional leadership plays a pivotal role in shaping the quality of teaching and learning experiences within schools. School heads as the administrator of the school and master teachers, recognized for their exemplary classroom expertise, are well-positioned to serve as leaders in this context, providing valuable guidance and support to other teachers.

Human resources, being the heart and soul of an organization, play a key role in developing, reinforcing, and changing the culture of an organization. With this in mind, the human resources need to be continuously upskilled using multi-pronged approach and are in need of consistent nurturing to remain competitive and relevant amidst the ever-dynamic and highly competitive world. The Human Resource Development Division (HRDD) of the Department of Education Regional Office is mandated to ensure that the region has competent personnel through the development and implementation of a strategic Human Resource Development (HRD) plan and programs including the delivery of quality and sustainable HRD services. This includes the conduct of Coaching and Mentoring in the Workplace which ultimately planned to upskill instructional leaders for them to be more adept in giving technical and professional assistance to their teacher (NEAP, 2022).

The goal to come up with appropriate and innovative strategies in coaching is anchored to one of the four critical components underscored in the MATATAG Reform Agenda, G or Give support to teachers to teach better which will help to address challenges in education particularly on teachers.

Mentoring is a relationship between an experienced and a novice teacher, where the mentor provides guidance, feedback, and encouragement to the mentee. Mentoring can help teachers develop their confidence,

On the other hand, coaching is a process of facilitating the learning and development of a teacher through focused conversations, observations, and feedback.

There are key themes regarding instructional coaching and mentoring practices namely building trust, understanding individual needs, targeted classroom observation and

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feedback, collaborative planning and curriculum enhancement, reflective practice and self-assessment, and comprehensive guidance and support (Palacio and Digo, 2022).

Reflection is a key skill for teachers, as it allows them to examine their beliefs, assumptions, and actions, and identify their strengths and areas for improvement. Mentoring and coaching can help teachers reflect by providing them with a safe and trusting space to share their experiences, challenges, and successes, and receive constructive feedback and suggestions. Mentoring and coaching can also help teachers reflect by asking them open-ended questions.

Growth is a desired outcome for teachers, as it means that they are enhancing their knowledge, skills, and attitudes, and adapting to the changing needs and demands of their students, curriculum, and context. Mentoring and coaching can help teachers grow by providing them with opportunities to learn from others, access resources and information, and apply new ideas and strategies in their practice. Mentoring and coaching can also help teachers grow by supporting them to set realistic and achievable goals, monitor their progress, and celebrate their achievements.

In the Philippines, school heads and master teachers are expected to provide support and mentoring to colleagues in their professional development. Working collaboratively with them to enhance the potential for learning and teaching practices of their colleagues. However, for instructional leadership practices to truly thrive among master teachers, it is essential to enhance their instructional coaching and mentoring practices. MECS Order No. 10, s. 1979, also known as "Implementing Rules and Regulations for the System of Career Progression for Public School Teachers in the Philippines" established the framework for the career progression of public school teachers in the country. It provides guidelines for the ranking and appointment of master teachers. Specifically, it outlines the criteria and procedures for advancing in the teaching profession. Furthermore, DECS Order No. 57 s. 1997 serves as the appropriate guidelines for ranking and appointment of master teachers. It ensures consistency and fairness in the career progression system for educators.

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As regards the progress of the system, in 2015 upon the establishment of the Results-Based Performance Management System (RPMS), it is clearly emphasized on its cycle framework particularly in Phase II which is the Performance Monitoring and Coaching that there is a need for coaching and mentoring in the workplace so that teachers will be able to attain improvement at the end of the rating period.

These orders play a crucial role in shaping the professional growth of teachers, fostering excellence, and maintaining standards within the education sector.

Thus, school heads need to improve their skills and provide effective programs in terms of professional support to other teachers. Meanwhile, master teachers should demonstrate excellence in teaching as well as improve the teaching performance of their colleagues through coaching and mentoring.

Despite having initiatives from the school heads and master teachers, the current coaching and mentoring strategies may not fully leverage their potential, leading to stagnation in professional growth and learning outcomes.

Lemery Pilot Elementary School has 2394 pupils enrolled as of School Year 2023-2024, with 71 proficient teachers tending to them. The researchers as the school head and district supervisor aimed to determine any feedback from the teachers as regards the conduct of coaching and mentoring to improve their performance through innovative activities. To be able to do this, the current coaching and mentoring practices used in the school have to be divulged as well as the areas for improvement to be able to formulate a course of action with new strategies to enhance teacher effectiveness and engagement.

INNOVATION/INTERVENTION/STRATEGY

Dealing with 71 proficient teachers who teach 2,394 pupils needs a very thoughtful and comprehensive coaching and mentoring approach which highlights their preferences, their needs, and their weaknesses.

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In view of this, the school head as the coach and mentor of these proficient teachers, which are supported by master teachers in the process, aimed to create a plan of action for a sound and comprehensive coaching and mentoring activities.

In this study, the proponent was able to gather data and information about coaching and mentoring practices in the school through the validated questionnaire given to the respondents using Google Form, observations and feedback given by the proficient teachers themselves.

Meanwhile, this action research was able to help the proponents to come up with a course of action to improve such practices in terms of coaching and mentoring helpful to school heads and Master Teachers. The action plan which is expected to carry out the school program in coaching and mentoring is described to present the innovative and enhanced activities to be undertaken in relation to what is being implemented so that there is effective and efficient program.

ACTION RESEARCH QUESTIONS

This action research aimed to utilize the feedback from proficient teachers of Lemery Pilot Elementary School as regards the conduct of coaching and mentoring to improve their performance through innovative activities.

Specifically, this study aimed to answer the following questions:

1. What are the current coaching and mentoring practices used in the school?
2. What are the areas for improvement in the coaching and mentoring program or activities in the school?
3. What course of action with new strategies can be implemented to enhance teacher effectiveness and engagement?

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ACTION RESEARCH METHODS

a. Participants and Other Sources of Data

DepEd memoranda that previously guided the researcher utilized them as mandates for this particular study. Likewise, literatures and studies that stood alongside this study were browsed to add to the background and support.

There were seventy-one (71) respondents of this study who were chosen using the purposive sampling technique which was the appropriate method for them. These teachers provided the scenario from which this study was based. Purposive sampling refers to a group of non-probability sampling techniques in which units are selected because they have characteristics that are needed in the sample. In other words, units are selected "on purpose" in purposive sampling.

b. Data Gathering Method

The descriptive method of research which is a suitable method for use since a situation within a place in a specific time is under study was used in this study. Descriptive research aims to accurately and systematically describe a population, situation or phenomenon. It can answer what, where, when and how questions, but not why questions (McCombes, 2023).

The studies and literatures of other authors were used to formulate the questionnaire. However, the researchers also incorporated their observations as well as the responses in the informal interview conducted to teachers.

All throughout the conduct of this study, the School and Sub-Office Research Committees helped in checking all the documents to satisfy the requirements for writing an action research.

This questionnaire was submitted to the school grammarian for validation of composition and correct usage and to peers for validation of content.

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The researcher also observed several ethical considerations in this study. They instilled to mind the ethics of autonomy, beneficence, and confidentiality.

C. Data Analysis Plan

For certain items in the questionnaire, the likert-type scale below was used:

Range	Description	Scale
4 -	Strongly Agree (SA)	3.01 – 4.00
3 -	Agree (A)	2.01 – 3.00
2 -	Disagree(D)	1.01 – 2.00
1 -	Strongly Disagree (SD)	0.01 – 1.00

DISCUSION OF RESULTS AND REFLECTIONS

1. The Current Coaching and Mentoring Practices Used in the School

Table 1 presents the current coaching and mentoring practices used in the school.

Table 1. The Current Coaching and Mentoring Practices Used in the School

Coaching and mentoring practices used	Weighted Mean	Interpretation	Rank
1. Instructional Supervision on Content Knowledge and Pedagogy	3.91	Strongly Agree	2
2. Feedback giving on Learning Environment	3.84	Strongly Agree	3
3. LAC Session on Curriculum and Planning	4.0	Strongly Agree	1
4. Coaching on Reporting and Assessment	3.49	Strongly Agree	6
5. Assistance on Improving Community Linkages	3.55	Strongly Agree	5
6. Provision of Professional Development Activities	3.69	Strongly Agree	4

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7. Coaching activities on Personal Growth	3.42	Strongly Agree	7
Composite mean	3.7	Strongly Agree	

Range	Description	Scale
4 -	Strongly Agree (SA)	3.01 – 4.00
3 -	Agree (A)	2.01 – 3.00
2 -	Disagree(D)	1.01 – 2.00
1 -	Strongly Disagree (SD)	0.01 – 1.00

It is apparent in the table that with regards to the current coaching and mentoring practices used in the school, all the indicators obtained a composite mean of 3.7 interpreted as Strongly Agree.

First in rank was LAC Session on Curriculum and Planning which obtained a high mean of 4.0 (Strongly Agree). It was followed by Instructional Supervision on Content Knowledge and Pedagogy with 3.91 (Strongly Agree). Third was Feedback Giving on Learning Environment with 3.84 (Strongly Agree) followed by Provision of Professional Development Activities with 3.69. (Strongly Agree). Next was Assistance on Community Linkages with 3.55 followed by Coaching on Reporting and Assessment, 3.49 and seventh of last in rank was Coaching Activities on Personal Growth, 3.42 (Strongly Agree).

These findings hinted that the teacher had their own preferences when it came to the practice which meant that they had their own weaknesses to strengthen.

2. The Areas for Improvement in the Coaching and Mentoring Program or Activities in the School

Table 2 presents the areas for improvement in the coaching and mentoring program or activities in the school.

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Table 2. The Areas for Improvement in the Coaching and Mentoring Program or Activities in the School

Coaching And Mentoring Practices Used	Weighted Mean	Interpretation	Rank
1. Explore needs, motivations, desires, skills and thought processes.	3.91	Strongly Agree	2
2. Identify innovative solutions and actions.	4.0	Strongly Agree	1
3. Set appropriate goals and assess progress.	3.84	Strongly Agree	3
4. Commit to action and develop lasting personal change and growth.	3.55	Strongly Agree	5
5. Continually improve competencies and develop new skills.	3.69	Strongly Agree	4
Composite Mean	3.79	Strongly Agree	

Range	Description	Scale
4 -	Strongly Agree (SA)	3.01 – 4.00
3 -	Agree (A)	2.01 – 3.00
2 -	Disagree(D)	1.01 – 2.00
1 -	Strongly Disagree (SD)	0.01 – 1.00

It is apparent in the table that the areas for improvement in the coaching and mentoring program in school obtained a mean of 3.79 interpreted as Strongly Agree.

First of the areas was identifying innovative solutions and actions, with a mean of 4.0 (Strongly Agree). It was followed by exploring needs, motivations, desires, skills and thought processes, which obtained 3.91 (Strongly Agree). Third was setting appropriate goals and assess progress, with 3.84 (Strongly Agree) followed closely by continually improving competencies and develop new skills, with a mean of 3.69 (Strongly Agree). Last rank was occupied by committing to action and developing lasting personal change and growth, with a mean of 3.55 (Strongly Agree).

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These findings revealed that the proficient teachers had been aware of areas of improvement in the coaching and mentoring program and focused on exploring them.

3. The Course of Action With New Strategies can be Implemented to Enhance Teacher Effectiveness and Engagement

Table 3 presents the course of action with new strategies which can be implemented to enhance teacher effectiveness and engagement.

Table 3. The Course of Action With New Strategies that can be Implemented to Enhance Teacher Effectiveness and Engagement

Course of Action	Weighted Mean	Interpretation	Rank
1. Innovative practices on coaching and mentoring	4.0	Strongly Agree	1.5
2. Planning for coaching and mentoring	3.91	Strongly Agree	3
3. Collaboration with teachers about the areas of coaching and mentoring	3.69	Strongly Agree	5
4. Understanding individual needs	3.49	Strongly Agree	7
5. Targeted classroom observation and feedback	3.84	Strongly Agree	4
6. Collaborative planning and curriculum enhancement	3.55	Strongly Agree	6
7. Reflective practice and self-assessment	4.0	Strongly Agree	1.5
8. Comprehensive guidance and support (Palacio and Digo, 2022).	3.42	Strongly Agree	8
Composite Mean	3.73	Strongly Agree	

Range

Description

Scale

4 -

Strongly Agree (SA)

3.01 – 4.00

3 -

Agree (A)

2.01 – 3.00

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2 -	Disagree(D)	1.01 – 2.00
1 -	Strongly Disagree (SD)	0.01 – 1.00

It is shown in the table that the course of action with new strategies which can be implemented to enhance teacher effectiveness and engagement obtained a high mean of 3.73 which is interpreted as Strongly Agree.

First in rank was course of action 1, "Innovative practices on coaching and mentoring," and course of action 7 "Reflective practice and self-assessment," which both got 4.0 (Strongly Agree). Course of action 2 "Planning for coaching and mentoring," followed with 3.91 (Strongly Agree) and Course of action 5 "Targeted classroom observation and feedback," followed with 3.84 (Strongly Agree). Next came Course of action 3 "Collaboration with teachers about the areas of coaching and mentoring," with a mean of 3.69 (Strongly Agree) followed by course of action 6 Collaborative planning and curriculum enhancement," with a mean of 3.55 (Strongly Agree). Course of action 4 "Understanding individual needs," and 8 "Comprehensive guidance and support," garnered a mean of 3.49 and 3.42 (Strongly Agree).

These findings hinted that the teachers have their sights on the courses of action to new strategies which can be implemented to enhance teacher effectiveness and engagement.

From these findings, it can be assumed that teachers have been used to coaching and mentoring activities in the school with their school head.

Conclusions

1. The proficient teachers had their own preferences when it comes to the school practice on coaching and mentoring which meant that they had their own weaknesses to strengthen as well as the practices in the said aspect.
2. The proficient teachers had been aware of areas of improvement in the coaching and mentoring program and focused on exploring them.

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3. The teachers have their sights on the courses of action to new strategies which can be implemented in the school in terms of coaching and mentoring to enhance teacher effectiveness and engagement.

Recommendations

1. The teachers' own preferences of practice which signal their own weaknesses has to be strengthened by the school in terms of coaching and mentoring.
2. The areas of improvement in coaching and mentoring proficient teachers must be reviewed and explored according to their needs and must be given attention and consideration of the school.
3. The courses of action to new strategies or innovative practices on coaching and mentoring can be enhanced for teacher effectiveness and engagement.

ACTION PLAN

Objectives	Activities	Future Plans	Time Frame	Persons Involved
To design an improved school coaching and mentoring program	-Meeting of School Head and Master Teachers -Gathering of information and data -Crafting of the project proposal and workplan on improved coaching and mentoring program	-Ask for approval from PSDS -Orientation of the proficient teachers -Needs Assessment	October 2024	Proponent PSDS Master Teachers Proficient Teachers

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INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VI, Issue II

November 2024

Available online at <https://www.instabrightgazette.com>



To implement the improved program with innovative strategies and activities in coaching and mentoring	Actual implementation of the improved coaching and mentoring program including innovative practices like strengthening reflective practices, integration of teachers resilience and well-being and other techniques Documentation of the implementation	Monitor and evaluate the implementation Reporting of the progress of the implementation as well as the teachers performance Gathering data and Information	November 2024 onwards	Proponent All master teachers and proficient teachers
To monitor the status and progress of the implementation of the program in coaching and mentoring	Monitoring and Evaluation Review of the implementation of the program	Monitor and evaluate the implementation Reporting Plan Adjustments	May 2025	Proponents School head M and E Team

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FINANCIAL REPORT

ACTIVITY	ELIGIBLE EXPENDITURES	QUANTITY	COST
Preparation for the meetings, orientations and communication	Materials	1 ream of bond paper	PHP 200.00
Documentation	Materials	1 set of ink	PHP 1300.00
Actual implementation of the research/ gathering of information	Other expenses - during the conduct of research	Internet subscription	PHP 2000.00
Reporting	Expenses related to this activity	1 ream of bond paper	PHP 200.00
TOTAL			PHP 3,700.00

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QUESTIONNAIRE

Coaching for Change: Improving Strategies on Coaching and Mentoring Proficient Teachers in Lemery Pilot Elementary School

A. Demographic Profile of the Respondents

Name: _____

Age: _____ Gender: _____ Civil Status: _____

Designation: _____

Educational Attainment: _____

Length of Service: _____

B. Questionnaire

Directions: Please answer the following questions as honestly as possible by checking the item of your choice. Likewise, please provide other responses that are not in the indicators so that I may have a better idea.

Range	Description	Scale
4 -	Strongly Agree (SA)	3.01 – 4.00
3 -	Agree (A)	2.01 – 3.00
2 -	Disagree(D)	1.01 – 2.00
1 -	Strongly Disagree (SD)	0.01 – 1.00

1. What are the current coaching and mentoring practices used in the school?

Coaching and mentoring practices used	4 Strongly Agree	3 Agree	2 Disagree	1 Strongly Disagree
1. Instructional Supervision on Content Knowledge and Pedagogy				
2. Feedback giving on Learning Environment				
3. LAC Session on Curriculum and Planning				
4. Coaching on Reporting and Assessment				
5. Assistance on Improving Community Linkages				

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6. Provision of Professional Development Activities				
7. Coaching activities on Personal Growth				

2. What are the areas for improvement in the coaching and mentoring program or activities in the school?

Coaching And Mentoring Practices Used	4 Highly Observed	3 Observed	2 Sometimes Observed	1 Not observed at all
1. Explore needs, motivations, desires, skills and thought processes.				
2. Identify innovative solutions and actions.				
3. Set appropriate goals and assess progress.				
4. Commit to action and develop lasting personal change and growth.				
5. Continually improve competencies and develop new skills.				

3. What course of action with new strategies can be implemented to enhance teacher effectiveness and engagement?

Course of Action	4 Highly Observed	3 Observed	2 Sometimes Observed	1 Not observed at all
1. Innovative practices on coaching and mentoring				
2. Planning for coaching and mentoring				

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INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VI, Issue II

November 2024

Available online at <https://www.instabrightgazette.com>



3. Collaboration with teachers about the areas of coaching and mentoring				
4. Understanding individual needs				
5. Targeted classroom observation and feedback				
6. Collaborative planning and curriculum enhancement				
7. Reflective practice and self-assessment				
8. Comprehensive guidance and support (Palacio and Digo, 2022).				

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