The Selection and Implementation of
Teacher Professional Development: Coaching and Mentoring
in Teaching Approaches (SAIFON Model)

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Abstract

This academic article highlights the significance of coaching and mentoring and the role Thai EFL teachers play in the process of developing their skills useful to teaching English language for Thai EFL students in higher education level. In most cases in Thai context, the teachers lack efforts to establish the implementation of coaching and mentoring process in teaching (Wichitputcharaporn, & Niyamapa, 2016). This is being reflected in the poor performances and learning ability of the students schools (Devine, Houssemand, & Meyers, 2013). Coaching and Mentoring is an effective approach in developing skills of individuals to achieve success to the fullest and later on pass on their learnings to others (OBEC,2013). Unsurprisingly, today it is so evident that coaching and mentoring are considered by many educators as just but some of the most effective ways to strengthen the professional development of teachers. In line with this realization, this particular article aims to discuss prime descriptive information on coaching and mentoring, e.g., definition, differences, commonalities, and of course, their relation to each other. With regard to this, there are six coaching and mentoring in teaching approaches selected for teachers' professional development: 1) peer coaching approach, 2) appreciative practice approach, 3) team coaching approach, and 4) instructional coaching approach, by implementation with the author's synthesised model from the six approaches, entitled the SAIFON's model consisting of six processes : Surveying teacher's needs, Associating with a plan, Instructing teaching strategies, Feedback to teaching demonstration, Observing teaching in the real context, and Notifying problems and Solutions.

Keywords : Teacher Professional Development, Coaching and Mentoring, SAIFON model

Background of the study

Many authors as Burden (1999) ; Dodds (1994) ; and Frieze (1985) ; Williams (1999); Whitley (1985) cited in Suwanarak and Phothongsunun (2009)recognized the two main factors contributing to the kind of success and/or failure in any professional field: the students themselves, and of course, the teachers. In the context of Educational System in Thailand, the Teachers Professional Development is considerably well established. Follow-up studies are

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being given great value in finding out whether the participants in the seminars conducted have been successful in putting into practice the knowledge they have gained, thus have been able to provide solutions to whatever teaching problems they usually encounter in their classes. Alternately, a teacher-driven PD program can be considered more valuable for the reason that it may result in the delivery methods and contents areas that directly address the needs of the participants (Noom-ura, 2013). A seasoned expert assists the participant through coaching and mentoring program which helps them to learn, grow, and continue to develop the new set of skills they've acquired (Kelchner, 2017). Most of the research studies investigated how coaching and mentoring has become of great help to the Thai EFL teachers. However, coaching and mentoring has been more highlighted simply because it has most frequently been used to provide the kind of supports for the Thai EFL teachers and even those who have newly assumed positions like that of a principle or a new teacher (Harrison, Lawson, & Wortley, 2005).

Introduction

This particular section discusses general information on coaching and mentoring, e.g., definition, differences, commonalities, and of course, their relation to each other. Correspondingly, this section will also present in detail-the strategies, values, tools, and models of Coaching and Mentoring (C&M) which have withstood the test of time and are being used even by the teacher professional development today from different fields of endeavor. It also outlines key features of coaching and mentoring, highlights a variety of approaches, and seeks to further elaborate their significance in relation to education in exposing the learners to different possible means of learning things in the most effective ways through Coaching and Mentoring Model. (CMM)

Coaching and Mentoring (Preliminary)

Needless to say, influences take place in different forms and styles and it could be intentional or unintentional. Obviously, Coaching and Mentoring (C&M) are both processes of applying influence to mold the learners in ways that would be developmental in nature. This is why it is so fascinating to figure out what kind of relationship operates between someone who influences and the one being influenced toward a common goal of gaining the desired outcome of learning. No wonder why C&M in the field of businesses particularly in the field of education are being valued and exercised by a relevant large number of people in different professional areas. Shifting from conventional ways of learning to modernistic approaches seems to be the focal point of interest in today's educational system. One may argueg that there is a tin hairline that divides the two. Others may not see the importance of understanding their relationship and exclusivity, in fact, there are some who sincerely think that these two are mutually exclusive. Meaning to say C&M can't be tactically implemented in one given point in time having the same person to coach and mentor the same group of people. However, to someone who is venturing

in applying these two approaches in learning, she/he must gain a deeper sense of knowledge about the differences and commonalities of C&M. Both play a vital aspect in the learning process which has desirable resulted in the end. Moreover, we have to know what we mean by these two terms in order for us to understand it better and be able to use it effectively.

Definitions (How C&M Relate to Each Other)

Mentoring is an indefinite, relationship based activity with several specific but wide ranging goals. It does not have to be a formal process. The mentor is a facilitator who works with either an individual or a group of people over an extended time period. The agenda is open and continues to evolve over the longer term. Mentoring seeks to build wisdom–the ability to apply skills, knowledge and experience to new situations and processes. On the other hand, the coaching focuses on very specific objectives within a set of period of time. Coaching is mainly concerned with performance and development of certain skills. It usually takes place on a one-on-one basis and has a very specific purpose. There is usually a planned program with a much shorter timeframe than in mentoring, so learning goals are usually determined in advance (Cima,2008).

Such vivid definitions and descriptions of C&M would probably be enough to suffice our longing to grasp a better understanding of their differences and shared commonalities. Nevertheless, it would be better if the author present more ideas as to how these two are being understood by other practitioners to solidify our own understanding of these two. Here are some simple and short definitions and descriptions rendered by some people from different professional fields. Whitemore (2009) and Downey (2014) investigated that coaching is the process by which the coach is trying to unlock the potential of his coachees to maximize their own performance. It seeks to help them to learn rather than to teach them.

In a nutshell, coaching focuses more on achieving specific set goal and it takes place usually within a period of time preferred both by the coach and the coachees. On the other hand, mentoring intentionally follows an open and evolving agenda addressing a wider range of issues. In coaching, learning is focused on abilities while mentoring is focused on attitude(Cima,2008). Both are essential components of development in relation to learning and also honing one's qualitative traits. Though C&M can be exhibited exclusively of each other, one must realize that these two learning approaches can be supplementary of each other, and therefore, can be effective means to achieve the desired development.

Differences and Commonalities of C&M

This paper explores and understands the differences and commonalities that look at some vivid descriptions presented a professional in the arena of C&M. Abiddin (2006) explained that there are several differences and commonalities in the main issues involving mentoring and coaching. He said that both mentoring and coaching are related to the self-development,

professional growth and career development of the mentee/coachee. Indeed, it may be as important to indicate that there is a way out of the relationship as it is to encourage its development in the first place. Supervisory approaches vary and depend on the people involved, the place of meeting and the terms of the relationship. Not only do mentors/coaches have to play their roles but the mentees/coachees too, and all this must be placed within the specific institutional context. In view of this statement, let the author carefully presents the definition and description of C&M, their differences, relationship, and overlaps. It is no surprise to understand that this two mighty overlap knowing that at times to intensify the process of developing somebody, it requires an extension and expansion of the learning perimeter. One must understand that these two are not in competition rather they are very much compliment of each other. Yes, it is possible to value or highlight one over the other depending on the need and set objectives, but one should not treat these two as insensible rivals knowing that both can be of great advantage to someone helping somebody to explore, learn, and develop. To simply put, one can implement both C&M as the situation dictates.

Coaching and Mentoring Approaches

As what we can observe through the lens of our experiences, strategies come in different forms, styles, and approaches. The context as an all encompassing determining factor as to what particular teaching model should be used is something that the educators should be concerned about and put in their priority lists. In context we see the need and the actual and possible responses of an individual or a group of people who are under our supervision. When it comes to coaching, approaches have embedded demands to be considered in order to achieve the set objectives. Coaching and approaches are inseparable. So in here, these two words are joint together 'Coaching Approaches' is seen as one. There are many coaching approaches we can present depending on the given context or should we call field of profession. Generally, the approaches can be contextualized depending on the given need and its effectivity. For instance, there are types of coaching which can be regarded as approaches. (1) Peer-coaching approach; (2) Appreciative practice approach (3) Team coaching approach and (4) Instructional coaching approach. Each of these is useful and can be effective as a coach wants to address the present need of the coachees. To further explain each of these, let me give more details based on how these approaches are explained:

The first one is peer-coaching approach. In its plain sense, this particular coaching approach is a bit privy in nature. It has an intimacy where the coach and coachees sustain their responses of teaching and learning on a level of confidentiality discussing things and dealing with issues in a privy manner. Queenland Government (2012) gave a vivid description of peer-coaching as an interactive process where responses are being reciprocally provided between two or more professionals. This interaction provides a conducive atmosphere of learning where everyone has the opportunity to share successful practices through collaboration and reflective

practice, act as a problem-solving vehicle, reduce isolation among the teachers, create a forum to directly address instructional problems, and receive support and assistance to empower new teachers in their practice. In addition, this approach also provides the kind of mechanism through which teachers can deepen their knowledge and develop their skills from workshops. The teachers as they consider each other a coach in the context of Peer-coaching have the chance to try out new teaching strategies learned in a workshop and then get honest feedback from each other as to how these strategies can be effective in their own respective actual classrooms.

The second approach is appreciative practice approach. Obviously, this process of coaching highlights the importance of and the need for appreciation inquiry as a desirable reinforcement for the coach to achieve whatever it is she/he believes his/her coachees are capable of achieving. This appreciation inquiry focuses on positivity instead of negativity which results to a more conducive atmosphere of learning in the spirit of encouragement. Cooperrider and Whitney (2005) claimed that there are a number of principles on which the concept of appreciative practice is based, and these are: (a) Inquiry is inseparable from action–Asking good questions that invoke changes and that would eventually make a big difference (b) The stories we tell are important–It is the framing and reframing of how a coach tells his story of success that would dramatically impact his coachees seeing his story as useful and positive (c) Positive images of the future lead to positive action–Helping the coachees imagine a better future that they can possibly create in their minds and sooner or later realize this (d) Positive questioning creates more long-lasting and effective change–Asking appreciative questions such as, what are your strength? What do you do well? etc. might encourage the coachees all the more by realizing how potential they are in achieving the success they want.

The third one is what we call team-coaching approach–By its title, one can easily figure out that this approach in coaching has a high value on team efforts. Team-coaching approach is a learning process wherein a group of individuals work together to achieve a common goals and/or objectives. It is of utmost importance for individuals to understand how to work together in solving problems since as a group differing possible views in relation to variety of angles are available. Along with these approaches in coaching are values being held with mutuality and camaraderie between the coach and coachees. In short, these coaching approaches are not devoid of essential values that sustain the coach-and-coachee relationship. Values that give meaning and purpose to coaching approach that the coach desires to exhibit to carry out whatever developmental configurations coach wants coachees to realize. Since coaching has something to do with working effectively in the context of a team or should we say group of people, relational values are given a high degree of importance. In the words of John Maxwell, a well-known author in leadership, for the dream to be realized in necessitates teamwork (Maxwell, 2014). In relation to this team coaching approach in coaching, here are some of the most important values a team should mutually exercise among themselves as the

coach leads them to achieve their common goal. There must be clarity, supportiveness, confidence building, mutuality, perspective, risk, patience, involvement, confidentiality, and of course, respect (Holliday, 2016).

Lastly, the Instructional coaching approach–This is a research based approach wherein there's an interpose of instructional ideas which provides the necessary assistance to implement the kind of change that would improve curriculum, programs and even personal professional skills. It has been said that this approach is a proven support to both teacher development and student as they achieve the desired learning outcomes. According to Hanover Research (2015) this particular coaching approach requires an ongoing process banking on a high-quality professional development to provide the necessary effectivity and development of coaches. Since coaches are basically chosen based on their own success in their respective fields, the Professional Development (PD) should focus on practices for teaching adults, developing communication skills, and also to boost the expertise when it comes to the instructional approach. Schools can be supported by this Instructional coaching approach when it comes to their implementation of new teaching practices and can have it in a sustainable way ensuring that these teaching practices can be realized with fidelity, being systematic, high-quality implementation which aim is to ultimately improve the student achievement in schools (Devine, Houssemand, & Meyers, 2013)

As one tries to understand how these different approaches are being exhibited in the field of education, it is not a remote possibility to discover the fine line that separate them from each other. Though each of these approach highlights something that it values, it is still conspicuous that they all bank on to something relevant to one's personal-professional development. It all depends on how the coach would maneuver things as she/he tries to understand the individuals who are under his/her supervision and the context they are coming from. The needs are also contributing factors as to how the process of coaching should go. One may opt to implement two or more approaches or just simply stick to one depending on the needs arising along the process of coaching.

Coaching and Mentoring Models (CMM)

According to Cortez (2017), CMM is a framework, how to do coaching. It serves as the under lying structure that one can use when coach is coaching someone. Two common coaching models being used today and, in one way or the other, have been contextualized and reformed are the GROW Model and SMART Model. Whitemore (2002) investigated that the **GrowModel** stands for **Goals**: Identifies and clarifies the type of goal through an understanding of ultimate goals, performance goals and progress goals along the way, **Reality** : Assesses the current situation in terms of the action taken so far, **Options** : Identifies the possibilities and alternatives, **Will**: Provides understanding of what has been learned and what can be changed to achieve the initial goals.

While the **Smart Model** as Linde (n.d) claimed that it is known as the user-friendly coaching method focuses on the indicators through which success is seen as nearest possibility. These indicators are the **Specific: Measurable** : Something that can be measured both quantitative and qualitative, **Attainable** : Something that is possible to achieve, **Realistic**: Something that can be realized, and **Time-bound goals or objectives** : Something that can be achieved and is relevant to a a given context.

As one would expect, there are different needs to be addressed when it comes to developmental learning whether it is personal or organizational. Since coaching incorporates different fields of knowledge and skills, one can decide to adapt and adjust (Contextualize) an already existing coaching model (Like that of Grow or Smart Coaching Models) or design and develop coaching models depending on the given context where coaching is an ever increasing demand. All it takes is a keen sensitivity on the real and felt needs, and of course, the responses of the target individuals which in one way or another may shape the coaching model one would like to apply on them. However, it is a reality that being intentional in creating the model of coaching from scratch is indeed eminently challenging since it is also a given fact that circumstances change and at times so drastic. Perhaps, that's why many would argue that one size doesn't fit all.

In some cases, practitioners of coaching models that Brent and Dent (2015) investigated as follows: **PRACTICE model** stands for **Problem identification**: Know what the real and issues of the coachees and how would they want to be helped, **Realistic relevant Goals**: The coachees need to have realistic goals which are relevant to their issues, **Alternative solutions generated**: Help the coachees identified and generate different solutions or possibilities, **Consideration of consequences**: Let the coach reflect on the implications and possible consequences of their own proposed solutions and options, **Target most feasible solutions**: Help the coachees identify options that most probably be effective, **Implementation of**: Actual implementation of the proposed options, **Chosen solutions**: Implementation of the solutions that need to be applied, **Evaluation**: Evaluation and review of the actions taken and the coachees try to understand the consequences and results.

Thomas and Smith (2004) ; Allison and Harbour (2009) explored the coaching model as STRIDE when the coach uses the questions to reflect teachers' teaching for finding the solution. **STRIDE model** stands for **Strengths**: awareness of the colleague's or student's strength, **Target**: agree a focus and challenge to work on, **Real**: agree the present reality and what things need to change ,**Ideas and option**: help the student/colleague to weigh up the options, **Decision**: decide which is best and commit to action, **Evaluation**: what has happened, over time, as the result of the commitment. Bennett (2013) also explained about coaching model that include six components as follows: Teacher and coach co-planning a lesson, teacher and coach co-teaching a lesson, coach uses of reflective questioning, coach demonstrating (modeling) a specific teaching strategy, debriefing a lesson and coach observes teachers' teaching a lesson.

These are also recognized by many as key models and approaches for coaching. All these models are useful depending on the given contexts of coaching. They may vary when it comes to their usefulness due to differing needs and responses between the coach and the coachees, still a coach can choose to utilize any of these depending on what pragmatically useful in the coaching context. Since these key models are actually acronyms, let me present them in a more vivid way. Though coaching models may differ in approaches, methodologies, focus and values, these models have a shared common spectrum of prospections such as, the establishment of a relationship that's built on trust, authentic communication and confidentiality, the formulation of client-based upon goals and expectations, and of course, a deep questioning and learning in relation to people's goals (Cortez, 2017).These models which we may consider conventional come along with numerous approaches. All are framed based on the given context and nature of developmental learning a coach would want to accomplish. In the other hand, approaches may differ in some areas but ultimately share the same sentiments and commonalities in trying to achieve it set goals. Some of these approaches are known to be peer coaching approach, appreciative practice approach, team coaching approach and instructional coaching approach. For all informative above that the author expands the thought of each of these and present key aspects they try to value to be the guideline of the thought for creating the effective CMM that the author will describe later on.

Finally, effective CMM for teachers should, which involves the improving performance and help the teachers have the positive outcomes. Thus, the author will design the coaching and mentoring approaches including the CMM with all guideline above in the essences of differences and commonalities of coaching and mentoring to be **SAIFON model** that is applied from Bennett (2013) which Thai EFL teachers use this model for enhancing teaching competency in order to develop the students' proficiency. For this study, the author adapted from essences of differences and commonalities to be the six processes as SAIFON model stands for **Surveying teachers' needs**: The author will survey the teachers' need by using the survey questionnaire that concerns with the knowledge and skills they want to improve in their teaching as they plan for the coaching program. The more teachers' needs are clear, the more the objectives are expressed and the coaching program easily becomes successful (Theeb & Albakrawi, 2013). The author used the data collection and data analysis to be the guideline to create the coaching program, **Associating with a plan**: Coach and teacher sassociate planning for the coaching program by using the results from the survey which necessitates for them to have a participation in the program. In this case the author will help the teachers to have motivation and encouragement to at least reduce if not eradicate their stresses, **Instructing teaching strategies**: Coach instructs a specific teaching strategy, trains the teachers using the teaching strategies. In this component, teachers will design lesson plan after the coach had demonstrated specific teaching strategy already. Later on, the teachers will design the lesson according to the knowledge they gained from the program and eventually demonstrate the teaching. Woodward (1992)claimed that teachers have applied in writing the lesson plan,

teaching demonstration, they could prepare an actual lesson for applying in the real teaching, **Feedback on teaching demonstration**: Coach will give the necessary feedback to the teachers when they attend in the coaching program and do the workshop for teaching demonstrations, **Observing teaching in the real context**: Coach observes the teachers' teaching a lesson after finishing the coaching program as a mentor to follow-up their development. Coach will mentor the teachers at the real school context by observing the teaching strategy that they've learned from the coaching program. Best of Bilash (2009) stated that classroom observation is a very important parcel of learning how to teach, **Notifying problems and solutions**: Coach and teachers discuss after finishing the observation asking reflective questionings to let the teachers reflect on their teaching and the consequence of their proposed solutions so they can improve their teaching skills all the more. Easton (2009) investigated that reflection on what has transpired during discussion time be able to help the teachers deepen their understanding on the problems raised by providing possible solutions and proper address as to how the problems should be solved.

Conclusion

Learning always requires some sort of influence. As clearly presented above, effective learning demands a necessary amount of influence. Influence as we know comes in different forms. Professionals from all walks of life in one way or another had been dramatically influenced by someone before they became successful individuals. C&M indeed are just but some of the effective ways how to help the coachees appreciate and develop the skill set they possess. To name a few, C&M can help individuals to have that sense of self-awareness about one's potentails and how these potentials can be developed all the more to a greater degree of asset which eventually be beneficial to others, improve the ability to solve problems as one tries to address the needs in whatever field he or she is in, develop good behaviors and desirable attitudes as an individual endowed with so much to share to others, acquire necessary set of knowledge and skills that are practically useful to acheive success, build good camaraderie and establish partnership with other people as we continue our venture in the field we have chosen, and also boost confidence in facing head on the challenges that must be overcome to accomplish greater things. In the field of education particularly learning and teaching another language like that of English, coaching and mentoring could be of help to the beginning teachers to improve their set skills as educators who are willing to pay the price of true success. Both have a wide range of servicebility in the field of education particularly in the area of developing the teching skills of the Thai EFL teachers who are newly deployed to different educational fields whether in the schools or in the offices where teaching comes in different conformations like trainings and seminars. Though C&M differs from the way they are practiced, both have a very intertwined overriding objective, and that is to help the learners know their potentials and understand how they can develop their skills and be able to be successful in their own respective chosen careers.

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