

# Economics and Business Review

Volume 1 (15) Number 4 2015

## CONTENTS

### ARTICLES

**A turnpike theorem for non-stationary Gale economy with limit technology. A particular case**

*Emil Panek*

**Product market cooperation under efficient bargaining with different disagreement points: a result**

*Domenico Buccella*

**Banks, non-bank companies and stock exchange: do we know the relationship?**

*Binam Ghimire, Rishi Gautam, Dipesh Karki, Satish Sharma*

**Measuring the usefulness of information publication time to proxy for returns**

*Itai Blitzler*

**Business tendency survey data. Where do the respondents' opinions come from?**

*Sławomir Kalinowski, Małgorzata Kokocińska*

**Does outward FDI by Polish multinationals support existing theory? Findings from a quantitative study**

*Marian Gorynia, Jan Nowak, Piotr Trąpczyński, Radosław Wolniak*

**The complex relationship between intrinsic and extrinsic rewards**

*Orni Gov*

**Improvement of the communication between teachers and students in the coaching programme and in a process of action research**

*Michał Lory*

### BOOK REVIEWS

Barney G. Glaser, *Choosing Classic Grounded Theory: a Grounded Theory Reader of Expert Advice*, CA: Sociology Press, Mill Valley 2014 (*Gary Evans*)

### **Editorial Board**

*Ryszard Barczyk*  
*Witold Jurek*  
*Cezary Kochalski*  
*Tadeusz Kowalski* (Editor-in-Chief)  
*Henryk Mruk*  
*Ida Musiałkowska*  
*Jerzy Schroeder*  
*Jacek Wallusch*  
*Maciej Żukowski*

### **International Editorial Advisory Board**

*Udo Broll* – School of International Studies (ZIS), Technische Universität, Dresden  
*Wojciech Florkowski* – University of Georgia, Griffin  
*Binam Ghimire* – Northumbria University, Newcastle upon Tyne  
*Christopher J. Green* – Loughborough University  
*John Hogan* – Georgia State University, Atlanta  
*Bruce E. Kaufman* – Georgia State University, Atlanta  
*Steve Letza* – Corporate Governance Business School Bournemouth University  
*Victor Murinde* – University of Birmingham  
*Hugh Scullion* – National University of Ireland, Galway  
*Yochanan Shachmurove* – The City College, City University of New York  
*Richard Sweeney* – The McDonough School of Business, Georgetown University, Washington D.C.  
*Thomas Taylor* – School of Business and Accountancy, Wake Forest University, Winston-Salem  
*Clas Wihlborg* – Argyros School of Business and Economics, Chapman University, Orange  
*Jan Winiecki* – University of Information Technology and Management in Rzeszów  
*Habte G. Woldu* – School of Management, The University of Texas at Dallas

### **Thematic Editors**

**Economics:** *Ryszard Barczyk, Tadeusz Kowalski, Ida Musiałkowska, Jacek Wallusch, Maciej Żukowski* •  
**Econometrics:** *Witold Jurek, Jacek Wallusch* • **Finance:** *Witold Jurek, Cezary Kochalski* • **Management and Marketing:** *Henryk Mruk, Cezary Kochalski, Ida Musiałkowska, Jerzy Schroeder* • **Statistics:** *Elżbieta Gołata, Krzysztof Szwarc*

**Language Editor:** *Owen Easteal* • **IT Editor:** *Piotr Stolarski*

© Copyright by Poznań University of Economics, Poznań 2015

Paper based publication

**ISSN 2392-1641**

POZNAŃ UNIVERSITY OF ECONOMICS PRESS  
ul. Powstańców Wielkopolskich 16, 61-895 Poznań, Poland  
phone +48 61 854 31 54, +48 61 854 31 55, fax +48 61 854 31 59  
www.wydawnictwo-ue.pl, e-mail: wydawnictwo@ue.poznan.pl  
postal address: al. Niepodległości 10, 61-875 Poznań, Poland

Printed and bound in Poland by:  
Poznań University of Economics Print Shop

Circulation: 300 copies

# Improvement of the communication between teachers and students in the coaching programme and in a process of action research<sup>1</sup>

*Michal Lory*<sup>2</sup>

**Abstract:** The paper seeks to explain the process of the coaching programme for teachers in elementary<sup>3</sup> schools in Israel in an action research, for the improvement of the communication between the students and teachers. The objective of the present research is to launch a group coaching programme amongst fellow teachers in the school, including to design and examine this experience in the format of an action research with emphasis on the potential influence of the nature of the communication between the teachers and students and as a result on the academic achievement of the students. The research presented in this paper is based on the qualitative and quantitative research approaches. The validation of the research findings is performed primarily on the basis of triangulation between the interviews held with a group of teachers and the personal questionnaires<sup>4</sup> distributed to the teachers and their analysis [Ellis, Adams, and Bochner 2011].

**Keywords:** group coaching, action research, research programme, reflection.

**JEL codes:** H75, H52, J24, K12.

## Introduction

Coaching is defined according to the International Federation of Coaches in research studies dedicated to the understanding of the concept of coaching, as a process of ongoing relations between the coach and the coachee, relations that focus on the achievement of a personal vision or goal and the realization of a desire. Coaching includes concepts, models, and results-oriented tools from the fields of philosophy, thinking, professional didactics, strategic planning, supportive guidance, sociology, psychology, management and market-

---

<sup>1</sup> Article received 17 April 2015, accepted 15 September 2015.

<sup>2</sup> Shalhevet, 1 HaCramim st., Shoham, Israel, e-mail: Loryjm@gmail.com.

<sup>3</sup> In Israel the elementary school is from first grade to sixth grade and is for children six to twelve years of age.

<sup>4</sup> The questionnaire is available from the author upon request.

ing. The extensive integration creates a synergy effect that enables a high level of achievements to be reached in a relatively short period of time. Coaching provides proven results, increased productivity and improved achievements.

Group coaching as action research is, according to Tsellermeir and Tabac [2004], important in the building of a professional learning community. To create dialogue and openness amongst teachers who participate in action research it is necessary to build a discussion community that will enable systems of democratic and respectful relations, which will lead the teachers to see their work and behaviour from the perspective of others. It is necessary to create a space for discussion amongst the teachers coached that is open, authentic and caring and although it is critical, that will create willingness to listen, whilst increasing the teachers' confidence in themselves and belief in their knowledge and rehabilitating their ability to handle criticism in parallel to their subjective and professional educational perceptions [Tsellermeir and Tabac 2004; Wilson et al. 2012].

The system of relations between the teachers of an open discussion and dialogue on their work in the class will be the reflection that will be performed on the basis of the experiences of thinking and will be used to examine the teachers' knowledge and to improve the educational and scholastic processes in the class. The reflection will enable the drawing of conclusions, insights and learning from the guidance and from the study and in-service training days about professionalization [International Coaching Federation 2010].

Coaching helps the teachers avoid the engagement in teaching in a procedural or technical manner, through reflection, which in turn allows the analysis of the behaviour and approaches and in-depth examination of the needs of both the teacher and the learners and creates the ability to meet these needs [Hayes 2010].

Taking into consideration the research objective the following research questions were posited:

- What are the characteristics and products of experience in the group coaching programme amongst the fellow teachers?
- Does the group coaching programme amongst fellow teachers contribute to the improvement of the academic achievement of the students from the perspective of its beneficial influence on the nature of the communication between teachers and students?

Coaching is intended to improve the achievements and the reduction of student failures in tests and in their studies, through the improvement of the quality of teaching and the creation of interpersonal communication between teachers and students. For this purpose the educational system must be mindful of the field of human resources. The field of human resources includes engagement in the disclosure and development of knowledge, in the identification of the workers' characteristics and in their adjustment to their roles, in a way that the maximum quality of functioning will be obtained. In addition

the field of human resources is intended to implement instruction sessions for the workers, development and adoption of ways of instruction relevant to the areas of occupation, their professional promotion and effective and efficient handling of human resource factors in the organization. The strategy today of human resources assumes that those who engage in the field need to know to manage the organizational processes on three levels: TLC – technology, learning, and counselling.

The teachers' subjective perceptions are an outcome of their professional training and experience in actual teaching. Action research that addresses them, examines them, and disputes them may erode their confidence and inspire objection instead of leading to cooperation [Wilson et al. 2012].

It should be noted that the format of the action research is modern, effective, and especially useful in the field of education, specifically as an effective aid in the promotion of the teachers and consequently also for the promotion of the organizational product at the level of the school and of the educational system [Carr and Kemmis 2003; Stringer 2004; Levi 2006].

As a member of the educational staff in the school and as the social education coordinator in the school, I became aware of the issue of the problem of communication between teachers and students. In particular I was forced to deal with the problem by myself in the framework of my position and I was aware of the existence of the problem from conversations with my colleagues who frequently complained about the difficulties in the communication and in the transfer of knowledge to their students.

As a part of the group of teachers who participated in the programme, I am the researcher and initiator of the plan. I work as the homeroom teacher of a first grade class and social coordinator in the school. I have professional training in the instruction of groups and coaching from Bar-Ilan University.

Taking into consideration the unique characteristics of the teaching profession and educational activity, the action researchers in education encounter the need to bridge the gap between the theory that developed in academic institutions in which the teachers acquired their professional training and the everyday experience of the teachers in the field that continuously offers a broad range of challenges and issues that require the constant development of skills beyond the closed set of professional tools [Stringer 2004; Allpert 2006].

In the framework of the action research, the educational system in general and the teachers in particular are given the possibility of acting as a knowledge community, where not only its practical but also its abstract products are disconnected from the area of activity. In this the action researchers use the potential of a beneficial transformation both on the level of the individual and in the broad social circles of the school, the educational system and society, in light of the fact that they rely on self-reflection of field factors in relation to the perceptions, patterns of behaviour, ways of action and work methods as topics of methodical critical analysis [Carr and Kemmis 2003; Levi 2006].

In terms of the research method within the present research the qualitative research method was employed to examine the experience in the group coaching programme amongst fellow teachers, as well as a quantitative research component as an aid in the evaluation of the influence of the programme on the students' academic achievements. Regarding the qualitative research paradigm this is a method that enables the research and understanding of the human experience with emphasis on the outlooks and subjective interpretations of the given social reality. The starting point of the qualitative research paradigm is that it is not possible to quantify subjective experience but it can be conceptualized on the basis of the data that can be collected using qualitative instruments such as observations and interviews [Sabar Ben-Yehoshua 2001; Shkedi 2003]. The qualitative research method was selected in the case of the present research study because the present research study focuses on the subjective experience of teachers in a group work process, when this is a new experience for the teachers and thus it cannot be clarified using a closed constellation of defined variables. This is the research method that suits and is useful for the study of complex social phenomenon, including the examination of topics that have not yet been studied and investigated in-depth and thus an extensive corpus of knowledge on them does not exist [Shkedi 2003]. In addition, in light of the fact that the qualitative research method provides an answer in cases of the research of complex social phenomena on the basis of components of experience and subjective experience of those who act in the given social context, it is customary to use it precisely in the framework of action researches in general and in action researches in the field of education in particular [Stringer 2004; Levi 2006].

In respect of the integration of the quantitative research component, this is a commonly accepted procedure in social research and its aim is to utilize the advantages of the two research paradigms [Bryman 2012; Beyt-Marom 2014]. Since the present research study has the goal of examining the potential of the influence of the group coaching programme amongst fellow teachers on the academic achievement of their students, it was decided to use the quantitative research method and to examine the differences in academic achievement whilst comparing the semi-annual test scores in the core subjects amongst the students of the teachers who had participated in the coaching programme and those of the students of the teachers who did not participate in the programme in terms of the degree of improvement in the scores as a measure of the amount of improvement in the academic achievement of the students.

The action research is intended to bring about a professional change amongst the teachers and improve their abilities to cooperate and reflect on their behaviour in a way that will increase the teachers' desire to improve the communication between them and their students. For this purpose I intend to present descriptions of the instructional behaviour in the school, to enable interpretation of occurrences and to illustrate to the teachers the importance of the reflection

and the action research in the change of fixed patterns and in the adoption of additional instruction methods. These are vital to the improvement of teaching, good communication, the professional and personal encouragement of the teachers and the improvement of the learning amongst the students. Listening to others and being exposed to different experiences of teachers who participate in the programme, along with the development of a recognition of the likelihood of new ways of action additional to those they adopt, may lead to the establishment of a belief in teaching and in a reinforcement of the teachers' community which will provide moral support for its members [Gallucci et al. 2010].

The article presents the theory of the coaching programme and the importance of the action research for the participating teachers. Section 1 describes the concept of peer coaching and its influence on the coachees. Section 1.1 explains the definitions of the concept of peer coaching and its influence on the coachees. Section 1.2 presents the process of implementation of the coaching programme for the teaching staff. Section 1.3 explains the effectiveness of the peer coaching programme. Section 2 explains the importance of circle of action research in the coaching sessions with the teaching staff participating in the programme. Section 2.1 explains the importance of reflection in action research in the peer coaching programme. Section 2.2 describes the methods of teaching in the coaching process for the improvement of communication between the teaching staff and the students. Section 2.3 describes the programme structure, the programme sessions with the participating teaching staff and the goal of every session and every stage of the programme. Section 3 ends with the summary of the indices built from the participation of the teaching staff in the programme.

## **1. The peer coaching programme and action research**

### **1.1. The concept of peer coaching and its influence on the coachees**

The concept of coaching defines a professional process, where the basis of its mission is to achieve a change that will lead to optimal self-fulfilment and significant changes in the coachee's life, in a way that will reflect his aspirations, desires, and self-defined goals. Coaching reflects a professional relationship between the coach and the coachee, a relationship that incorporates the use of tools and models for the improvement of the coachee's conduct. Coaching is used to define the coachee's vision and mission and define his personal values, on which basis an applicative action programme is designed and built, enabling this realization and implementation. The main objective of coaching is to create in the coachee's life a sustainable change that leads to optimal self-fulfilment and to exceptional achievements in his life, his career paths, and the different frameworks in which he acts. The coaching process is based on an ongoing

system of relations with the coach, in a way that enables the coachee to define a vision, mission, and scale of values in the areas of his life that require, in his opinion, definition and change [Israel Coaching Association 2004].

Coaching is intended to enable the coaches to cope with a crisis in process, to cope with the objections that the coachee presents in his unwillingness to deal with changes and to relinquish previous perceptions and in a refusal to adopt approaches that will create opportunities for the formation of a personal vision and processes for the change of existing conduct and situations.

The coach must involve the coaching participants in the processes of making decisions and clarify the importance of reflection to the process. They must discuss with the participants the difficulties, provide encouragement and support and enable them to create and express different interpretations of occurrences and to base this upon data collected during the action research between the teachers who participate in the programme [Israel Coaching Association 2004].

Levin [as cited by Burnes 2004] addressed the increased depth of the factors of human resistance to the creation of changes and the ways in which it is possible to overcome the resistance, so as to enable processes of change. McNiff [2010] maintained that coaching processes are based on learning and assume that although the coachee already knows a lot, he must find answers to his reflections and therefore he needs a coach, who will focus the processes of the search for answers. The coach in essence is a supporter or critic who listens to the coachee's ideas and helps him find alternatives of behaviour. Thus the coach also experiences the reciprocal learning process along with the coachee's experiences [McNiff 2010].

Like Levin [as cited by Burnes 2004] and McNiff [2010], Tsellermeir and Tabac [2004] addressed the teachers' perception and asserted that the engagement in coaching and action research contradicts the messages that the teachers receive as students during their studies. They form a perception of the knowledge that they absorb as cohesive knowledge that cannot be disputed, whilst in action research they are supposed to create knowledge and theories for the situations that they experienced in the past. To cope with the perceptual fixation, Tsellermeir and Tabac [2004] maintained that it is necessary to present the coaching as a long-term multi-stage process, which is expressed in ups and downs and is characterized by conflicts.

## **1.2. Process of implementation of the coaching programme**

The peer coaching programme is a unique concept that has barely been investigated amongst teachers in schools in Israel. The model is only beginning to be introduced in Israel and is not established and institutionalized. Cooperation amongst peers is accepted in many schools and is expressed in the visits of teachers to the classes of fellow teachers, in observation of the way in which they teach, in their exposure to other approaches and in shared consultations.

Peer coaching enables teachers to be involved in class discussion and provides support in the learning processes of their students. Peer coaching enables teachers to exchange the role of coach and coachee. During peer coaching the teachers work in the programme collaboratively and share the instruction, support and learning [Murray, Ma, and Mazur 2009]. Peer coaching is based on the examination of coaching as a professional method that has been established in research since 1983, when Joyce and Showers [1983, as cited by DeFord 2007; Hayes 2010] examined how it could be implemented in teaching, through workshops, learning sessions for the teachers, feedback, professional research and coaching practiced actively, whilst leading to change and growth of the teaching in the schools.

Peer coaching is most suitable and relevant to the group of peer teachers in the school, is effective in comparison with other types of coaching, suits work within a team and meets the budget limitations. The method enables intensive coaching because all the participants are to be found in one place and because it has low operational costs and there is no need for an external coach [Grant 2012b]. The instructor in this model is a partner in the professional interaction at the clinical and academic focus, which complement one another. The academic focus addresses the field of human resources and addresses the development of an instructional staff that will participate in in-service training courses during its work, in “instructional skills, setting instructional strategies, and planning systems and tools for work seminars with the teachers” [Du Toit and Reissner 2012].

The enrichment of the teachers in the school through a coaching programme and the instructor’s participation in instruction may provide a basis for a different approach to teaching, both personal and school, which does not require special organization or great financial resources, but may cause a significant change in the teaching-learning processes [Burley and Pophrey 2011].

The educational system focuses the control over knowledge in education, over the knowledge disciplines and over the planning of the teaching in a way that will facilitate the socialization of the learners and their preparation for life. In the past knowledge in education was emphasized as the embodiment of the main objectives of education so as to inculcate the culture and social order, through the teacher, who was the main source of knowledge. Today, to prepare the learners for the challenges of the future, the purpose of education is not the formation but the liberation of awareness, the reinforcement of critical skills and the inculcation and development of the ability of self-inquiry, curiosity, cognitive flexibility and moral and intellectual choices. The educational system is required to cope with the learners’ manner of education and their transformation into moral, caring, enlightened adults who are sensitive to others and who take responsibility for their actions [Karnieli 2010].

It appears that schools, the teaching body and the educational system do not dedicate sufficient time and resources to meet the aforementioned challenges

of education. The constant race to teach knowledge and to measure student achievements does not leave time and resources in relation to the learners' social and emotional needs, which are not the top priorities and they do not produce a scholastic atmosphere and educational climate relevant to these challenges. Teachers learn in the process of their professional training primarily in one area of knowledge and there is almost complete avoidance of the intention of oral, social, and educational engagement. There is a gap between the educational policy that should be implemented and the ability to translate it into pedagogical activity. The need to cultivate value-oriented and moral learners with sensitivity to others obligates the search for a different method of teaching that will bring the teachers to gain experience in new ways [Kfir 2011; Arnon, Frankel, and Rubin 2012; Jimenez, King, and Tan 2012].

The use of coaching in teaching helps link the teachers' learning as a practical tool and their ability to teach interactively with their students. The coaching helps the professional development and the adjustment and appropriation of means that support the making of decisions that create changes in teaching methods and aids the shaping and improvement of the teachers' professional experiences. The personal improvement and empowerment through coaching are today perceived as a vital element in the teachers' professional improvement and they reflect thinking in one-directional terms that offer focus on teaching in the class over time [Grossman and McDonald 2008; Burley and Pomphrey 2011; Du Toit and Reissner 2012].

### **1.3. Importance of reflection in action research and its effectiveness in the peer coaching programme**

Reflection is the higher-order thinking about an action, before, during, or after it, intended to explain the accumulated knowledge, practical experience, planning, performance and evaluation of the action and to improve performances in the future. Reflective thinking on processes addresses the reconstruction of stages of action, deliberations, judgment in making decisions, attempts to explain and understand successes and mistakes and how to improve the process and results in the future [Hayes 2010]. Reflection is an action of self-observation (understanding and assessment) on processes of thinking and emotional and social processes and not only on learning itself. Reflection represents intentional, voluntary but not random thinking, which is expressed in questions on the activity of the past, so as to improve and promote the activity in the future. In the peer coaching programme, the reflection is re-evaluated through the teacher's experience, the insights he reached, the intuition that guided his conduct, the experiences he experienced, and the conclusions that were reached. Reflection represents the ability of analysis, synthesis of situations, evaluation of knowledge, skills, thinking strategies, value-oriented perceptions and social positions, which are established and develop during the teaching and learning.

There are two types of reflection: reflection during the action, which appears when a person reflects his behaviour during its occurrence with the goal of developing awareness of its existence, and reflection without action, which is the action of self-feedback or feedback on the part of somebody who was a witness of the behaviour after the occurrence and it enables the person to repeat the conduct with the goal of understanding it, describing it, analysing it and evaluating the processes of behaviour with the goal of obtaining insights and profiting from the ability to create behavioural change in the future. Reflection is a cognitive process of inquiry and helps the teachers focus on the change of processes of teaching and the adjustment of these processes to the learners' needs. Coaching helps teachers avoid the engagement in teaching in a procedural or technical manner, through reflection, which enables analysis of behaviour and approaches, an in-depth examination of the teacher's and learners' needs, and produces the ability to respond to them [Hayes 2010].

The coaching programme in action research is based on reflectiveness, as an inseparable part of the teaching of qualitative research. The teachers participating in the process are active participants who are involved in the research process throughout its entire course and engage in reflective observation of the learned or researched phenomena. Therefore it is recommended to use reflective observation in the planning and performance of the process. It is important to perform similar activity in the process of the teaching of the qualitative research, with the observation of four dimensions: (1) the personal background, (2) prejudices and previous assumptions, (3) attitude to the research topic and contents and (4) influences of the behaviour of the staff participating in the research process [King and Horrocks 2010].

## **2. The importance of the action research circle in the peer coaching sessions**

### **2.1. The importance of reflection in action research in the peer coaching programme**

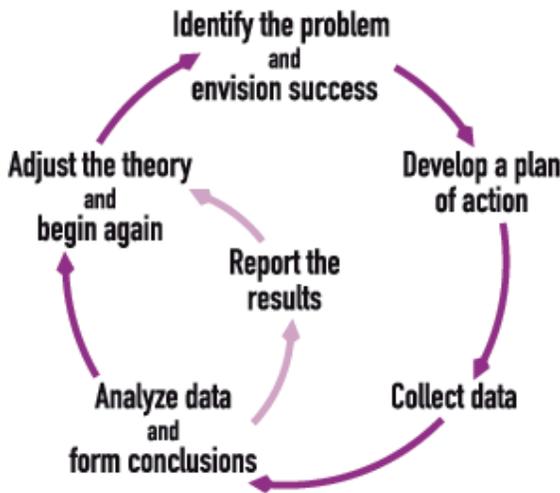
Action research is a practical-applicable component that enables teachers to further the depth of their understanding of the teaching-learning processes, to improve them and to propose alternative ways of coping, which may suit a broad sector of teachers in the school. Action research is implemented for the most part in collaborations that combine teachers who have a shared interest and it constitutes a basis of action that guides the investigation of their teaching activity and professional improvement under the guidance of external academic faculty members, senior teachers, or experienced researchers [Stringer 2004]. The approach enables the presentation of different viewpoints of teachers and of people from outside their immediate system of interaction. The goal is to

present a broad perspective, diverse approaches and different points of reference that will help in the construction of a methodical, trustworthy and participative research between guided teacher peers and their instructors. Action researches are intended to prevent the teaching from becoming a technical routine and they reflect the teachers' professional knowledge, incorporate it in relevant theories and examine the complexity of the teaching work. Action researches present the processes of change required in teaching and thus promote the interests, both those of the teachers and of the schools, while they produce processes of change in the quality of the teaching [Norton 2009].

Action research consists of two processes. The first process is to identify the situation and analyse it, whilst the second process is to identify alternative and possible solutions.

Action research is intended to emphasize the required change of action and recognizes that successful and effective action is based on the correct analysis of the situation, through the detection and identification of all the possible alternative solutions and the choice of the most appropriate solution. For this purpose, the person's tangible need for change and recognition of the essential urgency of the change is necessary. The theoretical elements of action research are found in Gestalt psychology, which emphasized the need for reflection and the acquisition of new insights as a condition of the successful feasibility of the changes in situations [Burley and Pomphrey 2011].

Action research reflects a circular process of action, planned, based on the identification of the problem, the understanding of the need for change, the planning of activity for the achievement of change, the collection of data,



**Figure 1. The model of three stages in action research**

Source: [http://creativeeducator.tech4learning.com/vo7/articles/Embracing\\_Action\\_Research](http://creativeeducator.tech4learning.com/vo7/articles/Embracing_Action_Research)

the analysis of data, and the assessment of data, the drawing of conclusions, and the learning of lessons that will facilitate the formation of new behaviour [Burnes 2004].

The beginning of action research was in the 1940s in the United States, following the research study of the social sociologist Kurt Lewin, who combined his three stage model with action research, a term he coined in 1946, so as to create a rational and guided approach to the planning of changes [as cited by Burnes 2004].

The development of action research in education derives from the criticism that arose regarding the gap created between academic research and problems and topics that occupy the teachers in their everyday teaching work in the schools. The academic professionalization of teaching requires teachers to broaden and deepen their knowledge and personal and professional autonomy, which actually require a bridging of the gap between academic research and activity. Action researches connect between scientific academic knowledge in the field of education and the teachers' experience, when the practical aspect has importance and validity similar to academic theoretical information [Allpert 2006].

In recent years the understanding that there is a need for the development of learning amongst teachers and for the professional development amongst teachers as well as the fact that teaching is performed through self-critical examination of the teachers' work has meant the development of planned programmes for teacher training by the academic training institutions based on the perception of teaching as a reflective field, which goes into and studies the teaching work in depth. The study of teaching as a reflective action enables teachers to identify problems in their work and to understand and cope with them, through observation and collection of data, for the analysis of the teaching, processes of learning and learning products, in a way that will improve the quality of the teaching. For this action research is required [McNiff 2010; Tsellermeir 2011].

Tsellermeir and Tabac [2004] see the academic training of teachers to be one culture and the field of teaching another culture. In their opinion, on the basis of the opinions of Wenger [1998, as cited by Tsellermeir and Tabac 2004], the third culture is that which develops as a result of the joint learning of teachers, managers, teacher trainees and teacher trainers. The establishment of this culture requires the establishment of professional learning communities in organizations and education institutions in which the organization's educational vision will be shaped. Through them the main goal of the organization will be achieved as a part of democratic pluralistic society, whose members have individual perceptions. The approach of society to these perceptions as an asset and a resource will facilitate the creation of institutional processes of change in this society and will constitute a part of the processes of the formation of educational leadership.

This activity facilitates the formation, extension, and constant examination of temporary interpretations of knowledge [Tsellermeir and Tabac 2004; Gallucci et al. 2010].

## **2.2. Methods of teaching in the coaching process for the improvement of communication between teachers and their students**

In peer instruction there is teaching and learning. The participants show to their peers programmes that they have learned and experienced, exchange information about sources of knowledge and accept from the group emotional support that enables the clarification of emotional processes and values related to an event that the group addresses. The structure of the relations and the interactions amongst peers is at the heart of peer coaching and is based on reciprocal respect and trust [Lu 2010; Grant 2012b].

Coaching has the potential to improve the effectiveness of teaching through the maintenance of a non-judgmental system of relations based on trust and reciprocal learning and that empowers the ability for independent work with others [Gallucci et al. 2010].

Shidler [2009] addressed the sense of self-efficacy of teachers. She saw important elements in the field of teaching which can be fulfilled through coaching for teachers and which influence their students' quality of learning. She based her work on the research of Ross [1992, as cited by Shidler 2009], who maintained that the students' achievements increase as the teachers undergo coaching more intensively and that the topics of teaching and learning addressed in coaching influence directly the rise in the students' achievements. Shidler [2009] maintained that the teachers' experience in coaching improves their approach to teaching and consequently the students' achievements. However, Shidler asserted that the sessions need to focus on specific contents, certain techniques and instructional practices. The teachers participating in the coaching need to observe other teachers, dedicate hours for counselling and joint work with other teachers and improve their reflective ability. The coaching needs to focus on cognitive activities and on the channelling of the thinking and conduct of the teachers to a defined objective and clear goal. Coaches need to be present in lessons that teachers give, to support them and to simplify the teaching techniques and dialogue ability of teachers with their students. The use of coaching to increase the teachers' self-efficacy and improve the teaching effectiveness is a part of the educational reforms implemented around the world, such as "No Child Left Behind" in the United States. The group peer coaching enables teachers to be involved in the learning processes of the students, to be found in constant discussion with them and to be supportive of them. It enables teachers to attempt teaching using alternative methods, to create reflection regarding the new methods and to hold reciprocal observations, which are effective both for teachers and for students. Peer coaching is intended to

make the teacher have the ability to analyse and provide reflection on the educational and professional activity and in the way that its conduct will be intentional and not random [Van-Eekelen, Boshuizen, and Vermunt 2005; Lu 2010].

### **2.3. Structure of the peer coaching programme**

The structure of the programme presented in the peer coaching process is within a cooperative and unique paradigm, in that peer coaching has a commitment to an ongoing process through exchanges in the roles of counsellor and counselled. The peers constitute a figure for imitation by one another, although the assessment does not exist perfectly, in a structured and methodical manner, despite the feedback given to the participants on their functioning. During the coaching for teachers, the effectiveness of four components is examined: teaching specific information, shaping instructional techniques and approaches, observation and examination of teaching methods, consultation and reflection. In the first year, coaching emphasized the teachers' self-efficacy and teaching effectiveness, whilst focusing on specific contents in teaching and methods that were implemented and supported directly by the coaches in the classes [Wageman 2001; de Hann et al. 2010].

The structure of the programme suits the teaching methods that are in accord with the teaching of qualitative research in general and the teaching of action research in particular. The learning is undertaken in a computerized learning environment with the help of a variety of technological instruments. The significance of the performance of action research with peers and their place in the processes of involvement, writing and documenting enable the corpus of knowledge that exists in the team of learners to be revealed beyond the researcher himself [Glesne 2006].

The main issue that the process raises addresses significant learning processes, through adjustment between the methods and values of the qualitative research approach learned openly and the values conveyed to the learners in the method of teaching chosen for their teaching [Ellis, Adams, and Bochner 2011].

An additional issue of teaching that derives from the process addresses the essential characteristics of the interaction between the instructor and the teaching team that lead to the creation of knowledge for the existence of optimal social action. These include gradual and spacious teaching which enables dialogue with the teachers in a variety of issues. Dialogue is essential in the academic in-service training courses that accompany the teachers' social action [Hughes 2008].

The programme was about one year in one elementary school and in an action research in which I was a partner. The population of teachers participating in the coaching programme consisted of fifteen teachers, five men and ten women. The teachers who participated in the programme included three science teachers, three mathematics teachers, three English teachers, two language

teachers, two history teachers, one art teacher and one sports teacher. In terms of the professional experience as teachers, about 10% of the teachers who participated in the programme were relative newcomers, without considerable experience in education and teaching, whilst the rest were experienced teachers.

The sessions were once every two weeks, for a total of twenty sessions every year. Every session lasted about an hour and a half (about two lessons). The sessions were in the teachers' room, once a week, about two lessons in the school schedule.

For a detailed description of the process, in each session, with the reasons and problems, please see the Appendix.

The coaching programme operates in two main ways:

1. Work of the school staff participating in the research programme, the professionalism of each teacher participating, the skills and communication ability of the teacher in his class with his students and the teacher's expectations from the innovative process in which he participates.
2. The work of the instructor (coach) in the process of action research who leads the process in the school and stimulates the perception of improvement of the communication between the teachers and students. He encourages the involvement of the teaching staff in educational dialogue, to listen and to find solutions through an in-service training programme, as well as to improve the students' achievements.

The coach is required to have knowledge in the field of coaching, to have proven coaching ability, to have knowledge in relevant fields – in child development, in education and in teaching. The main research tools in the programme are observation and discussions over time in the field researched, so as to collect and interpret data. In ethnographic research reciprocal relations and systems of relations develop between the researchers and the research participants. For the most part the observation of the teachers is a 'participative observation' and the research includes interviews. The research is intended to understand phenomena, to challenge inadequate positivist approaches and to provide appropriate answers to educational and professional questions [Allpert 2006].

The teachers who participated in the programme performed reciprocal peer criticism and experienced a reflective process in the framework of which actual difficult cases of teacher-student communication were analysed and discussed, as they arose from observation of the work of the participants themselves. The process enabled the transfer of knowledge and learning from failures and successes in a positive and supportive atmosphere, which entails the potential for an experience that encourages growth and empowers. In the framework of group discussion in the observations of the lesson, two main summative insights arose. First, the teachers defined the need for differential and relevant individualized reference according to the needs of the different students as an essential condition for teacher-positive communication. Second, the teachers emphasized the existence of a structural limitation related to the

ability to perform differential teaching adjusted to needs, when the learning processes occur in a heterogeneous class with a rather large number of students, so that the level of crowdedness produces excessive functional load and denies the teachers the possibility of meeting the unique needs of each one of the students in the class.

The evaluation of the results of the programme was undertaken in two main dimensions. In the first dimension, during the last session a summative reflective discussion was held in relation to the group process and the joint work during the programme and in relation to the results of the process against the participants' expectations, as they were raised. In addition the participants were asked to write in their free time voluntary feedback regarding their impression of the programme and its outcomes. In the second dimension, a quantitative evaluation of the students' academic achievements was performed through the examination of the differences between the achievements of students, of teachers who participated in the group coaching programme amongst fellow teachers and the achievements of students of teachers who did not participate.

## **Conclusions**

The topic of the research was formed, on the one hand, in light of my awareness of the issue of teacher-student communication, as a result, of both my professional and personal experience and my exposure to similar experiences of my professional colleagues, and on the other hand, in light of my training in the instruction of groups and coaching.

The framework of the action research attributes importance to the researcher being part of the research field itself, with the processes that occur in it, unlike research approaches in which the researcher is an external factor looking from the sidelines. In the framework of the action research the researcher establishes the reference to the action she seeks to research.

I realized that there are relatively few research works on the topic of group coaching for teachers and peer coaching amongst teachers, although some of them provide empirical support of the positive influence of coaching on the teachers' functioning and the students' achievements. I further realized that research studies of this type have not yet been performed in elementary schools in Israel. In parallel I performed an exploratory consultation amongst peers with whom I shared the idea of the research and I received responses of interest and support.

The development of action researches in education derives from the criticism that arose in relation to the gap created between academic research and problems and topics that engage teachers in their everyday teaching work in the schools. The academic professionalization of teaching requires of the teachers a broadening and extension of their knowledge and personal and professional

autonomy, which requires a bridge between the academic research and the action in practice. The action researches connect scientific academic knowledge and theoretical academic knowledge [Allpert 2006].

The ethical influences of the programme were that the teachers participating chose to make suggestions for organizational change in two main dimensions. First, the participating teachers focused on the promotion of the inclusionary education reforms that fully integrate the model of inclusion. Inclusionary education is perceived by the teachers as an educational arena that promotes communication between the teachers and the students through the strengthening of the students' sense of belonging, promotion of equality from differences, and the creation of possibilities for achievement devoid of obstacles. Second, the teachers saw the goal of the promotion of attentive and sensitive dialogue communication as doable in the context educational activity as an activity of education for values.

The understanding that it is necessary to develop learning amongst teachers and in their professional development and the fact that teaching is performed in the self-critical examination of the teachers' work have obliged in recent years the academic training institutions to plan programmes for teacher training in recent years, which are based on the perception of teaching as a reflective field, which looks in depth at the planning of teaching and the research of same. The research of teaching as a reflective action enables teachers to identify problems in their work and to understand and cope with them, through observation and collection of data and for the purpose of the analysis of teaching, the learning process, and the learning product, in a way that will improve the quality of the teaching. For this purpose, action research is required [McNiff 2010; Tsellermeier 2011].

In group peer coaching the rise in openness towards the experiences and in the externalization of experiences was measured. In group peer coaching the great benefit that the coaching participants derived was measured. The research results were analysed through the examination of repeat elements. In the peer coaching group high achievements of commitment to achieve goals were found in the different measures that were examined, such as control, striving to achieve goals, positive reference, personal growth, environmental control, positive relations with others, goals in life, self-acceptance, autonomy, sense of mission, and activity for a goal, perseverance in the path, sense of general hope (optimism), and the reduction of negativity.

Peer coaching is an important strategy and management and leadership programmes need to take it into account and include it in the frameworks intended for improvement, despite the discussion on its effectiveness although it has not been accepted as a coaching method unanimously accepted. Coaching produces flexibility in collaborative professional development (CPD) amongst teachers and helps develop inquiry-based knowledge, creates the ability to extrapolate and draw conclusions, synthesizes knowledge, avoids relying on

fixed processes and creates continuous learning, essential for teachers today. Thus coaching has the potential to improve teaching effectiveness and maintain a non-judgmental system of relationships between teachers and students, based on reciprocal trust, mutual learning, and empowerment of independent work between students and teachers, amongst teachers and students. The basis for peer coaching is the cooperation that exists in any event between peer teachers in many schools, in the visits of teachers to the classrooms of their fellow teachers, in the observation of the teaching processes of others, in the exposure to different teaching approaches and in shared consultations. Peer coaching necessitates full communication amongst all the participants, coaches and coachees. The coaches are required to have knowledge and abilities in the field of coaching, proven coaching ability and knowledge in the fields of child development, education, and teaching. The implementation of coaching requires enough time that will be sufficient for the performance of the coaching processes that will reflect the coachees' progress. The participants need time, privacy and a sympathetic atmosphere so as to implement the coaching process. These are also the basic themes for peer coaching, and therefore it constitutes an effective tool for the improvement of the quality of teaching and learning, promotion of the teachers' and students' success, through joint teamwork, inter-staff discussions, for the improvement of the teaching [Burnes 2004; Lloyd and Modlin 2012].

Peer coaching enables teachers to be involved in their students' learning processes and teaches the teachers to be in constant discussion and in a position of support of the students. Peer coaching enables teachers to experience alternative teaching methods and to create a self-reflection and reflection with their peers in a way that will improve the teachers' efficiency and their students' achievements, so that the coaches and coachees benefit. The peer coaching process relies on psychological principles, such as the increase of the level of mutual awareness of the peers in the process and promotes the personal goals of the participants. It upholds the counselling of equals, sharing of responsibility, guidance and coaching, interaction on the basis of similarity or difference in the profession, status, or training and on the basis of the peers' experience. In peer coaching there are group processes, equal and symmetrical relationships amongst the participants. The dimension of the dependence on the instructor or coach is limited, since all the peers are also coaches in their turn. The simultaneous give and take empowers the participants, creates a sense of belonging and social cohesion and reduces the sense of loneliness. Peer coaching is characterized by teaching and learning, exposure to experiences, exchange of information, sharing of knowledge sources, brainstorming, emotional support, clarification of emotional and value-oriented processes and reflection. Peer coaching enables diverse perspectives on events, proposes alternatives of action and produces commitment to an ongoing process and imitation [Murray, Ma, and Mazur 2009; Burns and Gillon 2011].

## Appendix: Research project in detail

### Research project process

Number of sessions	Description of the process	Reason for the process	Problems in all stages of the research process
	<p>Before the beginning of the programme. In-depth reading and review of research studies and articles on action research and on important concepts. Writing of the Review of the Literature</p>	<p>Information about concepts and their importance to the continuation of the writing of the research (Combined research, qualitative, with a quantitative component, Quan/Qual). The process is investigated to clarify whether improvement of the communication between the teachers and the students improves the students' scholastic achievements. This approach offers diverse options for the extension of the knowledge and skills from another perspective for teachers and in reference to the improvement of the communication between them and the students [Allpert 2006]</p>	<p>The problem with the collection of the material is that not much research information on the topic, which addresses the research goal, was found. The solution is the analysis and conclusion of the findings from my participation in the action research. The process is important in the construction of a learning team, in the teachers' actual experience in, and in collaboration that creates dialogue and openness among the participant teachers [Tselmerir and Tabac 2004]</p>
<p><b>Session 1</b> October, about a month after the start of the studies</p>	<p>At the beginning of the programme for the school staff, explanation and disclosure of the topic, the failures in the students' achievements, the innovative research of the peer coaching programme, and its implementation as goal-focused in the action research [Williams 2008]</p>	<p>Recruitment of people on the teaching staff, approximately 15 teachers in one school, for the continuation of the process and activation in the continuation of the programme. The instructor explains the importance of teamwork in the school as an inseparable part of professionalization</p>	<p>The problem – Financing and resources for the programme. The solution – My participation in all stages of the programme, as a female educator, knowing the teaching staff, guiding groups, and engaging in coaching. Allotment of time and space – the teachers' room, once every two weeks. As part</p>

Number of sessions	Description of the process	Reason for the process	Problems in all stages of the research process
		<p>The importance of the educational dialogue between the staff and their students helps the continuation of the process and encourages and extends the involvement of all school staff for the conceptualization of the programme's goals until its success, in two aspects:</p> <p>From the organizational aspect: To create observation and shared learning.</p> <p>From the practical aspect: To reveal information relevant to the implementation of the staff who run the programme.</p> <p>The Hypothesis:</p> <p>As the programme includes a process of evaluation and documentation, it can ensure its improvement and effectiveness, through the presentation of the findings obtained and the raising of proposals for the continuation of its activity based on the data in the field.</p> <p>In addition, the instructor reminds the teaching staff that it is necessary to keep a documentary journal of the entire process that occurs during the programme with the staff and instructor.</p> <p>Encouragement and empowerment of the teaching staff for the improvement of</p>	<p>of the school in-service training sessions held every year in the school</p>

	<p>communication and success of their students' achievements</p>	<p>The problem – Reliability and validity of the respondents to the questionnaire. The solution – Research studies showed that one of the methods for examination in a qualitative research is a questionnaire at the start, middle, and end of a programme. The research programme is goal-focused and specific to the action research [Murray, Ma, and Mazur 2009; Burns and Gillon 2011]. The combination of the methods that I will present has a number of goals. The most prominent is the validation of phenomena through the cross-checking of data (questionnaires, observations, and interviews), and this is the basis for the production and presentation of a variety of data for the purpose of the interpretation, research needs, questions, extension and increased depth of accumulated knowledge, and contributes to the validity and reliability of the research [Journal of Mixed Methods Research – JM MR 2007]</p>	<p>The problem – Lack of desire to share difficulties and to change professional thinking on the part of the teachers in their training.</p>
<p><b>Session 2</b> Stage 1 in the process</p>	<p>The questionnaire content will be based on the data of the scholastic achievements in the teacher's class, the level of communication between the teacher and the student, the actual level and the desired level. The teacher must write the reason he has joined and the reason for his desire to be a partner in the innovative process</p>	<p>Stage 1 – After the recruitment of the educational staff in the school for the process, distribution of the open questionnaire (5–8 questions) for the teaching staff in the school, after the explanation and disclosure to them. The questionnaire is individual and every teacher participating in the process responds personally and freely</p>	<p>Empowerment – Giving expression to each member of the team, involvement of the team in the learning of attention, importance of belonging to the group. Williams [2008] investigated the peer</p>
<p><b>Sessions 3–4</b> Stage 2 in the process</p>	<p>Before the session – every teacher will receive homework (independent work): to write on his abilities as a teacher, how he can help, from his role, the success of the process.</p>		

Number of sessions	Description of the process	Reason for the process	Problems in all stages of the research process
	<p>What are his abilities in his class? What is his knowledge of the subject he teaches? Every teacher who participates in the process will write down his expectations from the coach and from the programme at the end of the process. Afterwards, he will present his responses before every member of staff participating in the process. A session to create an educational dialogue between the teacher and the team participating in the research, the abilities and talents of each teacher. A session to get to know people and coordinate expectations amongst the participants</p>	<p>coaching model and improvement of the personal results and found that this model has advantages over other types of coaching. The level of the group achievements was significantly higher than that of another group of teachers. There was a positive influence on the group members who participated in the process. The sense of unity in the group is strengthened</p>	<p>The solution – Explanation of the importance and positive influence of the programme in each of the stages. Reading and study of research studies that showed the relation between improvement of the communication and improvement of the scholastic achievements. Shidler [2009] found an essential relationship between the effectiveness of peer coaching for teachers and the teacher's ability to bring about an increase in the level of the students and in their achievements. His argument was that every teacher who participates in the peer coaching process over time and focuses on specific goals helps the accumulation of knowledge. The quality of learning of the students rises, there is effective teaching and theories are put into practice. There is an improvement in the teacher's relationship with the student, and thus student achievement is improved. Creation of the dialogue between the participants as an important tool in action research. [Shidler 2009] Increase of the motivation in the creation of the dialogue as a research group for one aim – improvement of student achievement</p>

<p><b>Sessions 5–8</b> Stage 3 in the process</p>	<p>Involvement in the communication difficulties between the teacher and the student in class. Disclosure and discussion of <b>each one</b> of the participants. Each teacher needs to have a journal of sessions and document what is done in at every stage in the process. In every journal, the teacher will write bibliographic sources suitable for reading and study for that stage</p>	<p>The reading of the sources enriches and increases the depth of the teacher and can help explain extensively and find additional solutions in each one of the programme stages. Motivation to find solutions and ways to cope for better scholastic and social functioning</p>	<p>The problem – Lack of desire to share the difficulties of the teacher in his class. Erosion of the teacher's self-confidence, as a criticism of a lack of professionalism and the effective functioning in class. The solution – Explanation of the importance of involvement and exposure of each one of the participants. Ensure success of the process by providing help through practical tools (positive thinking, listening to every student, calm conversation between the teacher and the student, and so on)</p>
<p><b>Session 9–12</b> Stage 4 in the process</p>	<p>Observation of the teaching staff in three lessons recorded in the stages of the process. (The recording of the lessons occurs in each one of sessions 5–8.) Each time the observation is of a different teacher in his class. The lessons are analysed together with the teaching staff (sessions 9–12) and in the continuation of the programme. Analysis of the lessons will focus on the communication between the teacher and his students. Reflection is performed – to improve the doing and action [Gur-Zeev 2001]</p>	<p>The learning experience through observation facilitates the accumulation of information for the achievement of goals for the teacher, improvement of the quality of teaching, examination of the teaching methods, consultation, and reflection – to increase the depth of the familiarity with one another and to follow up after their behaviour in new situations [Wallace Foundation 2008]</p>	<p>The problem – Systemic organization of the teaching staff to participate in the observation of the teacher in one class and at the same time. Therefore – The solution – Early assessments of the researcher in the recording of the lessons and analysis of them afterwards with the group of teachers participating in the process. The coaching process is effective also in the dedication of hours to the instruction of teachers without their students' presence and for reflection [self-observation, understanding, and assessment; Hayes 2010]</p>
<p><b>Session 12</b></p>	<p>Another distribution of questionnaires and collection of data, the same questions as in the questionnaire at the start of the process.</p>		

Number of sessions	Description of the process	Reason for the process	Problems in all stages of the research process
<p><b>Sessions 13–16</b> Stage 5</p>	<p>Additional distribution of questionnaires and collection of data on the students' achievements</p> <p>Discussion of problems of communication in class, from the teaching staff participating in the coaching process and discussion of the findings and of tools for coping</p>	<p>The peer coaching process is intended to make the teacher participating in the process have the ability to analyse and provide the reflection of his educational and professional activity in a goal-oriented way and to suggest alternatives of action [Grant 2012a].</p> <p>Research studies showed that peer coaching directly influences the students' achievements [Glazer and Hannafin 2006; Shidler 2009]. As the teachers participate in more intensive coaching, the teachers' functioning is stronger, with an essential insight into change in the educational approach, transfer of knowledge, and reference to the emphasis of the inculcation of knowledge amongst the learners. Thus coaching facilitates the teachers' learning process and creates opportunities for improvement of teaching and learning in the class. As the students are required to develop, advance, and acquire knowledge and skills to improve their future, the teachers are committed to improving</p>	<p>The problem – Cooperation and reciprocity in the participating teaching staff requires the development of new perceptions and more complicated thinking than that which the teacher has by himself in the classroom.</p> <p>The solution – One of the significant abilities for the formation of solutions in peer coaching is establishing reciprocal relations. The personal and professional improvement of the teacher will enrich his class and the entire school. Teachers learn [Murray, Ma, and Mazur 2009; Gallucci et al. 2010]</p>

		<p>their abilities and skills in ways that will lead them to a different way of thinking and responding to the students' needs and to bridging the gap between the learning experiences and the goals of the curricula. In this way the students' achievements will be improved [Fullan 2002; Murray 2012]</p>	
<p><b>Sessions 17–20</b> Summary Stage 6</p> <p><b>Session 19</b></p> <p><b>Session 20</b></p>	<p>Summary of the coaching process in the action research performed and built with the team. Identification of all the possible alternative solutions and choice of the most appropriate solution during the change.</p> <p>Distribution of the last questionnaire, to the same group of teachers participating in the programme.</p> <p>The entire process of the programme, in all its stages, will be documented throughout with photographs</p> <p>Documentation of the lessons that were recorded.</p>	<p>Action research ensures the effectiveness of the change, only on the level of setting it as a group value and makes all the participants a part of the process [Burnes 2004]</p> <p>Comparison of differences and indicators amongst the questionnaire answers at the start and middle of the process.</p> <p>Cross-checking data between the students' achievements before and after the coaching process is performed using a quantitative research tool that combines qualitative action research but complements the research needs, explains the relation between the group coaching process and the improvement of the students' learning achievements, and facilitates the analysis of the methodology and the presentation of the findings [Creswell and Plano Clark 2007].</p> <p>Help teachers who teach in the coming years.</p> <p>The research will address the management of the staff in one elementary school</p>	<p>The problem – The development of action research in education derives from the criticism raised in relation to the gap created between the research process and problems of communication in the class and topics that engage teachers in the everyday teaching work in the school that necessitate bridging the gap between the research process and actual work.</p> <p>Development in learning is necessary amongst teachers, as is professional development [McNiff 2010].</p> <p>The solution – Construction of an educational vision of the organization (the school), when the main goal is to enable shared learning of teachers, with pluralistic perceptions, as an asset and resource that will help in the processes of change and will constitute a part of the processes of the formation of educational leadership [Galluci et al. 2010]</p>

Number of sessions	Description of the process	Reason for the process	Problems in all stages of the research process
		<p>in the process of group coaching. The research is conducted by the coach who explains, guides, observes and directs the participants to a feeling of belonging and to success of the programme.</p> <p>In addition the school principal needs to build a management system for the group coach. The principal joins the programme stages, listens, is interested, observes the programme's participants, and organizes methodically for the coming years a system for the teaching staff with goals of empowerment for the improvement of the communication between the teachers and students. (Morning talks, active recesses with talks, etc.). The management system will enable the processing of data between the teachers who participated in the coaching process and teaching staff that did not participate. There is the creation of a dialogue and discussions on the programme, and thus all the teachers who learn in the school will learn from the programme and will experience the coaching process for the improvement of the communication between themselves and the students, which leads to the improvement of achievements</p>	

## References

- Allpert, B., 2006, *Two Ways of Participation in Qualitative Research in the Schools: The Researcher as Ethnographer and the Researcher in the Action Team*, in: Levi, D. (ed.), *Action Research: Theory and Practice, Philosophical Connections and Methodologies between Action Research and the Qualitative Research Paradigm*, Mofet Institute: 197–213.
- Arnon, R., Frankel, P., Rubin, E., 2012, *To Be or Not to Be (a Teacher)? The Image of the Teaching Profession as an Attractive Occupation*, *Research Paths*, no. 18, Mofet Institute: 33–44.
- Beyt-Marom, R., 2014, *Research Methods in the Social Sciences: Research Principles and Styles*, The Open University, Tel Aviv.
- Bryman, A., 2012, *Social Research Methods*, Oxford University Press.
- Burley, S., Pomphrey, C., 2011, *Mentoring and Coaching in Schools: Professional Learning through Collaborative Inquiry*, Routledge, Taylor and Francis Group.
- Burnes, B., 2004, *Kurt Lewin and the Planned Approach to Change: A Re-appraisal*, *Journal of Management Studies*, vol. 41, no. 6: 977–1002.
- Burns, L., Gillon, E., 2011, *Developing a Teaching Agenda for Coaching Psychology in Undergraduate Programs*, *The Coaching Psychologist*, vol. 7, no. 2: 90–106.
- Carr, W., Kemmis, S., 2003, *Becoming Critical: Education Knowledge and Action Research*, Routledge.
- Creswell, J.W., Plano Clark, V.L., 2007, *Designing and Conducting Mixed Methods Research*, Sage, Thousand Oaks, CA.
- De Hann, E., Bertie, C., Day, A., Sills, C., 2010, *Critical Moments of Clients and Coaches: A Direct-Comparison Study*, *International Coaching Psychology Review*, vol. 5, no. 2: 109–128.
- DeFord, D.E., 2007, *Learning through Coaching: Ongoing Professional Development for Literacy Coaches*, *The Primer*, Massachusetts Reading Association, vol. 36, no. 2: 1–24.
- Du Toit, A., Reissner, S., 2012, *Experiences of Coaching in Team Learning*, *International Journal of Mentoring and Coaching in Education*, vol. 1, no. 3: 177–190.
- Ellis, C., Adams, T.E., Bochner, A.P., 2011, *Autoethnography: an Overview*, *Qualitative Social Research*, vol. 12, no. 1.
- Fullan, M., 2002, *The Role of Leadership in the Promotion of Knowledge Management in Schools*, OECD Conference, March: 18–19.
- Gallucci, C., DeVogt, M., Van Lare, Yoon, I.H., Boatright, B., 2010, *Instructional Coaching: Building Theory about the Role and Organizational Support for Professional Learning*, *American Educational Research Journal*, December, vol. 47, no. 4: 919–963.
- Glazer, E.M., Hannafin, M.J., 2006, *The Collaborative Apprenticeship Model: Situated Professional Development within School Settings*, *Teaching and Teacher Education*, vol. 22: 179–193.
- Glesne, C., 2006, *Becoming Qualitative Researchers: an Introduction*, 3rd ed., Pearson Education, Boston.
- Grant, A.M., 2012a, *An Integrated Model of Goal-Focused Coaching: an Evidence-Based Framework for Teaching and Practice*, *International Coaching Psychology Review*, vol. 7, no. 2: 146–165.

- Grant, A.M., 2012b, *Australian Coaches' Views on Coaching Supervision: A Study with Implications for Australian Coach Education, Training and Practice*, International Journal of Evidence Based Coaching and Mentoring, vol. 10, no. 2: 17–33.
- Grossman, P., McDonald, M., 2008, *Back to the Future: Directions in Research in Teaching and Teacher Education*, American Educational Research Journal, vol. 45: 184–205.
- Gur-Zéev, I., 2001, *Normalizing Education, Counter Education, and Reflection*, Studies in Education, vol. 5, no. 1: 133–158.
- Hayes, R.S., 2010, *The Study of Literacy Coaching Observations and Interviews with Elementary Teachers*, Ph.D. Dissertation, Georgia State University, Atlanta.
- Hughes, S.A., 2008, *Maggie & Me: A Black Professor and a White Urban School Teacher Connect Autoethnography to Critical Race Pedagogy*, Educational Foundations, vol. 22, no. 3–4: 73–95.
- International Coaching Federation – ICF, 2010, <http://www.coachfederation.org>.
- Israel Coaching Association, 2004, *Curriculum in the Profession of Human Resources Management, The Ministry of Education, Culture, and Sport, The Administration for Science and Technology*, <http://www.ilcc.org.il/home/doc.aspx?mCatID=9951>.
- Jimenez, E., King, E.M., Tan, J.P., 2012, *Making the Grade, Finance and Development*, vol. 49, no. 1: 1–4.
- Karnieli, M., 2010, *Curiosity and Investigativeness: Foundation Stones in the Empowerment*, Ramot, Ra'anana.
- Kfir, D., 2011, *A Fateful Search: Society in Israel Is Looking for Good Teachers – A Collection of Articles*, Mofet Institute.
- King, N., Horrocks, C., 2010, *Interviews in Qualitative Research*, Sage, London.
- Levi, D. (ed.) 2006, *Action Research: Theory and Practice, Philosophical Connections and Methodologies between Action Research and the Qualitative Research Paradigm*, Mofet Institute.
- Lloyd, C.M., Modlin, E.L., 2012, *Coaching as a Key Component in Teachers' Professional Development Improving Classroom Practices in Head Start Settings*, OPRE Report, New York.
- Lu, H.L., 2010, *Research on Peer Coaching in Preservice Teacher Education – A Review of Literature*, Teaching and Teacher Education, vol. 26: 748–753.
- McNiff, J., 2010, *Action Research for Professional Development: Concise Advice for New and Experienced Action Researchers*, 3rd ed., September Books, Dorset.
- Murray, J., 2012, *Professional Learning Opportunities in U.S. Independent Schools*, Lambert, London, England.
- Murray, S., Ma, X., Mazur, J., 2009, *Effects of Peer Coaching on Teachers' Collaborative Interactions and Students Mathematics Achievement*, Journal of Education Research, vol. 102, no. 3: 203–212.
- National Education Technology Plan, <http://www.ed.gov/technology/netp-2010>.
- Norton, L.S., 2009, *Action Research in Teaching and Learning: A Practical Guide to Conducting Pedagogical Research in Universities*, Routledge, New York and London.
- Sabar Ben-Yehoshua, N., 2001, *Trends and Currents in Qualitative Research*, Dvir, Tel Aviv.
- Sabar Ben-Yehoshua, N., Dushnik, L., 2006, *Informed Consent – a Principle that Requires Change and Adjustment to Action Research*, in: Levi, D. (ed.), *Action Research: Theory*

- and Practice, Philosophical Connections and Methodologies between Action Research and the Qualitative Research Paradigm*, Mofet Institute.
- Shidler, L., 2009, *The Impact of Time Spent Coaching for Teacher Efficacy on Student Achievement*, *Early Childhood Education Journal*, vol. 36: 453–460.
- Shkedi, A., 2003, *Words That Try to Touch: Qualitative Research – Theory and Implementation*, Ramot, Tel Aviv.
- Stringer, E., 2004, *Action Research in Education*, Pearson/Merrill/Prentice Hall, Upper Saddle River, NJ.
- Tsellarmer, M. 2011, *Analysis of Data in Action Research: Story of a Journey for Self-Discovery*, *Research Paths*, no. 17: 42–52.
- Tsellarmer, M., Kozulin, A. (eds.), 2004, *Learning in the Social Context: Development of the Higher Psychological Processes of Lev Vygotsky*, HaKibbutz HaMeuchad Press, Tel Aviv.
- Tsellarmer, M., Tabac, I., 2004, *We will Do It between Us! Or How Action Research Builds a Professional Learning Community in the Framework of Collegiality in a Field College*, Mofet Institute.
- Van Eekelen, I.M., Boshuizen, H.P.A., Vermunt, J.D., 2005, *Self-Regulation in Higher Education Teacher Learning*, *Higher Education*, vol. 50: 447–471.
- Wageman, R., 2001, *How Leaders Foster Self-Managing Team Effectiveness: Design Choices versus Hands-on Coaching*, *Organization Science*, vol. 12, no. 5: 559–577.
- Wallace Foundation, 2008, *Becoming a Leader: Preparing School Principals for Today's Schools*.
- Williams, P., 2008, *The Emergence of Coaching as a New Profession and Its Global Influence*, in: Kinder, A., Hughes, R., Cooper, C.L. (eds.), *Employee Well-being Support: a Workplace Resource*, Chichester: John Wiley & Sons: 285–296.
- Wilson, K.P., Dykstra, J.R., Watson, L.R., Body, B.A., Crais, E.R., 2012, *Coaching in Early Education Classrooms Serving Children with Autism: A Pilot Study*, *Early Childhood Education Journal*, vol. 40: 97–105.

## Aims and Scope

Economics and Business Review is the successor to the Poznań University of Economics Review which was published by the Poznań University of Economics Press in 2001–2014. The Economics and Business Review is a quarterly journal focusing on theoretical and applied research work in the fields of economics, management and finance. The Review welcomes the submission of articles for publication dealing with micro, mezzo and macro issues. All texts are double-blind assessed by independent reviewers prior to acceptance.

## Notes for Contributors

1. Articles submitted for publication in the Economics and Business Review should contain original, unpublished work not submitted for publication elsewhere.
2. Manuscripts intended for publication should be written in English and edited in Word and sent to: [review@ue.poznan.pl](mailto:review@ue.poznan.pl). Authors should upload two versions of their manuscript. One should be a complete text, while in the second all document information identifying the author(s) should be removed from files to allow them to be sent to anonymous referees.
3. The manuscripts are to be typewritten in 12' font in A4 paper format and be left-aligned. Pages should be numbered.
4. The papers submitted should have an abstract of not more than 100 words, keywords and the Journal of Economic Literature classification code.
5. Acknowledgements and references to grants, affiliation, postal and e-mail addresses, etc. should appear as a separate footnote to the author's name<sup>a,b,etc</sup> and should not be included in the main list of footnotes.
6. Footnotes should be listed consecutively throughout the text in Arabic numerals. Cross-references should refer to particular section numbers: e.g.: See Section 1.4.
7. Quoted texts of more than 40 words should be separated from the main body by a four-spaced indentation of the margin as a block.
8. Mathematical notations should meet the following guidelines:
  - symbols representing variables should be italicized,
  - avoid symbols above letters and use acceptable alternatives ( $Y^*$ ) where possible,
  - where mathematical formulae are set out and numbered these numbers should be placed against the right margin as... (1),
  - before submitting the final manuscript, check the layout of all mathematical formulae carefully (including alignments, centring length of fraction lines and type, size and closure of brackets, etc.),
  - where it would assist referees authors should provide supplementary mathematical notes on the derivation of equations.
9. References in the text should be indicated by the author's name, date of publication and the page number where appropriate, e.g. Acemoglu and Robinson [2012], Hicks [1965a, 1965b]. References should be listed at the end of the article in the style of the following examples:  
Acemoglu, D., Robinson, J.A., 2012, *Why Nations Fail. The Origins of Power, Prosperity and Poverty*, Profile Books, London.  
Kalecki, M., 1943, *Political Aspects of Full Employment*, The Political Quarterly, vol. XIV, no. 4: 322–331.  
Simon, H.A., 1976, *From Substantive to Procedural Rationality*, in: Latsis, S.J. (ed.), *Method and Appraisal in Economics*, Cambridge University Press, Cambridge: 15–30.
10. Copyrights will be established in the name of the E&BR publisher, namely the Poznań University of Economics Press.

More information and advice on the suitability and formats of manuscripts can be obtained from:

### **Economics and Business Review**

al. Niepodległości 10

61-875 Poznań

Poland

e-mail: [review@ue.poznan.pl](mailto:review@ue.poznan.pl)

[www.puereview.ue.poznan.pl](http://www.puereview.ue.poznan.pl)

## Subscription

Economics and Business Review (E&BR) is published quarterly and is the successor to the Poznań University of Economics Review. The E&BR is published by the Poznań University of Economics Press.

E&BR is listed in ProQuest, EBSCO, and BazEkon.

Subscription rates for the print version of the E&BR: institutions: 1 year – €50.00; individuals: 1 year – €25.00. Single copies: institutions – €15.00; individuals – €10.00. The E&BR on-line edition is free of charge.

Correspondence with regard to subscriptions should be addressed to: Księgarnia Uniwersytetu Ekonomicznego w Poznaniu, ul. Powstańców Wielkopolskich 16, 61-895 Poznań, Poland, fax: +48 61 8543147; e-mail: [info@ksiegarnia-ue.pl](mailto:info@ksiegarnia-ue.pl).

Payments for subscriptions or single copies should be made in Euros to Księgarnia Uniwersytetu Ekonomicznego w Poznaniu by bank transfer to account No.: 96 1090 1476 0000 0000 4703 1245.