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A METHODOLOGICAL MODEL FOR DEVELOPING FUTURE PRIMARY SCHOOL TEACHERS' PROFESSIONAL COMPETENCIES THROUGH PEDAGOGICAL COACHING

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ABOUT ARTICLE

Key words: pedagogical coaching; teacher education; professional competence; GROW model; microteaching; lesson analysis; rubric; formative feedback; reflective practice; classroom management; assessment literacy.

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Abstract: This article proposes and substantiates a methodological model for developing future primary school teachers' professional competencies in teacher education through pedagogical coaching. The model targets a set of key competencies required in contemporary primary education—methodological (instructional design and delivery), communicative, reflective, classroom management, and assessment competencies. Conceptually, pedagogical coaching is treated as a partnership (subject–subject) process that deepens awareness through powerful questioning, supports responsibility for improvement, and builds a culture of formative feedback. Methodologically, the study employs theoretical analysis of coaching and reflective-practice literature, modelling, and methodological design. As a management framework for coaching sessions, the GROW algorithm (Goal–Reality–Options–Will) is used to structure goal setting, situational diagnosis, option generation, and commitment to action. As a practice-oriented component, microteaching and video/observation-based analysis are integrated, enabling repeated cycles of planning, trial, evidence-based discussion, and refinement. To monitor competency

dynamics, a concise lesson-analysis rubric, a question bank aligned to GROW stages, and reflective journal templates are offered. The proposed model provides actionable methodological guidance for systematically designing coaching sessions in higher education, defining observable competency indicators, and linking them to assessment criteria and feedback protocols.

Introduction

Modern teacher education is no longer limited to mastering subject content; it also requires developing professional competencies in situations that approximate real classroom practice. In the context of primary education, methodological readiness, effective communication, classroom management, transparent assessment, decision making in problem situations, and reflective analysis are frequently identified as key determinants of teachers' professional effectiveness [12,13]. Professional competence can be interpreted as an integration of knowledge, skills, practical experience, personal qualities, and values that enable effective professional performance. Research emphasizes that such integration is strengthened not only by theoretical study but also through practice, feedback, and reflection [10, 11, 13]. Therefore, teacher education programs need methodological systems that manage iterative cycles of learning, trying, analyzing, and improving.

Pedagogical coaching is increasingly viewed as one of such systems. Rather than positioning a student teacher as a passive receiver of ready-made solutions, coaching supports the learner as an active subject who arrives at solutions through dialogue, evidence-based analysis, and reflection [1, 2]. The educational value of coaching is commonly linked to its non-directive nature and its ability to create a partnership (subject–subject) relationship in which responsibility for growth is shared and strengthened [1, 4, 5].

Purpose of the article: to present and justify a methodological model for developing future primary school teachers' professional competencies through pedagogical coaching in higher education. The model is designed to be implementable within teacher education courses and practicum elements.

Research objectives: (1) define the methodological logic of coaching-based competency development; (2) design the coaching session structure using GROW; (3) integrate microteaching and evidence-based analysis; (4) propose monitoring tools (rubric, question bank, reflective journal); and (5) formulate implementation recommendations for teacher educators.

Materials and methods

The study uses theoretical analysis, modelling, and methodological design. The literature review draws on: (a) sources explaining the methodological nature of coaching in education [1, 2, 4, 5]; (b) reflective practice and experiential learning theories [10, 11]; (c) concepts of professional competence and teacher preparation [12, 13]; and (d) research on the effect of formative feedback on learning [6].

In designing the methodological model, the following components are integrated into one package: (1) a session contract that defines trust, confidentiality, non-judgmental communication, and responsibility boundaries [5]; (2) a GROW-based session framework that supports goal clarification and action planning (Goal–Reality–Options–Will) [1, 2]; (3) a practice trial in the form of microteaching (a short lesson fragment focused on one skill) [11, 13]; (4) evidence-based analysis via video/observation and rubric-guided discussion [6, 10]; and (5) reflection through a reflective journal and defining a "next step" [10, 11]. Consequently, the model is interpreted as a repeating cycle: plan – trial – analysis – re-trial.

Operationalization of competencies: for each target competency, observable indicators are specified. For example, classroom management is operationalized through routines, signals, attention management, and prevention of disruptions; assessment competence is operationalized through clarity of criteria, alignment with tasks, evidence-based judgement, and feedback quality. Indicators are used as focal points for microteaching and rubric-based analysis.

Design principles of the model: (a) evidence over impressions (use observable facts from video/observation); (b) focus on one micro-skill per session; (c) feedback as learning information rather than judgment; (d) iterative improvement via re-trial; and (e) shared responsibility between coach and student teacher within ethical boundaries [5, 6].

Table 1. Short Lesson-Analysis Rubric (model)

Indicator	A — low level	B — medium level	C — high level
Clarity of lesson goal and outcome	Goal is unclear	Goal exists, but measurement is weak	Goal is clear and measurable
Quality of instruction	Long / unclear	Generally clear, but checks are insufficient	Short, clear; understanding is checked
Questioning and thinking	Mostly reproductive questions	Mixed	Questions elicit reasoning and thinking
Time management	Stages break down; time is lost	Partly managed	Clear allocation; rhythm maintained
Classroom management	Noise / attention scattered	Partly managed	Proactive routines and signals work

Assessment transparency	Criteria not provided	Criteria exist, but applied inconsistently	Criteria clear; evidence-based assessment
Differentiation	Same tasks for everyone	Partial differentiation	Tasks/support adjusted by level

Note: The rubric is used for developmental feedback rather than evaluative labeling; it supports identifying evidence, interpreting impact, and planning the next improvement step.

Table 2. Example "Powerful Questions" Bank Aligned to GROW

GROW stage	Purpose	Sample questions (examples)
G — Goal	Clarify the skill and success criteria	What exactly do you want to improve in this micro-lesson? What will be different if you succeed? How will you measure success?
R — Reality	Describe the current state using evidence	What happened in the lesson segment (facts)? What did learners do/ say? What evidence in the video confirms this?
O — Options	Generate and compare alternative strategies	What are 3–5 possible ways to handle this situation? Which option fits primary learners best? What are the pros/cons of each?
W — Will	Commit to a concrete next step	What will you do next time (specific steps)? When will you try it? What resources do you need? How will you check the result?

Table 3. Minimal Reflective Journal Template (weekly)

Field	What to write (guide)
Date / session	Week, date, course/practicum context
Micro-skill focus	One skill for improvement (e.g., instruction clarity, questioning, assessment criteria)
Evidence	One observable fact from microteaching/video/peer notes
Interpretation	What the evidence suggests about learning/management/communication
Next step	One concrete change to try in the next trial; success criteria

Table 4. Competency–Tool Mapping in the Coaching Model

Target competency	Key indicators (examples)	Tools in the model
Methodological / instructional	goal clarity; instruction quality; questioning	GROW goal-setting; microteaching; rubric indicators 1–3; video analysis

Classroom management	routines; signals; time management	microteaching with constraints; rubric indicator 4–5; action plan
Assessment competence	criteria transparency; feedback quality	rubric indicator 6; Evidence–Impact–Next step feedback; journal
Reflective competence	self-analysis; planning next step	reflective journal; GROW Reality and Will stages; peer feedback
Communicative competence	dialogue; listening; questioning	powerful questions bank; coaching dialogue; group reflection

Results and discussion

The proposed model conceptualizes competency development as a managed process in which future teachers repeatedly plan, try, analyze, and refine instructional actions. Coaching contributes to competency growth by treating the learner as an active decision maker and by using questions to activate analytical thinking rather than eliciting ready answers [1, 2]. This reduces the gap between "knowing about teaching" and "being able to teach" in real classroom-like situations.

Reflective and experiential learning mechanisms play a central role. Reflective practice emphasizes analyzing one's action during and after performance to identify errors and improve subsequent decisions [10]. Experiential learning explains how skills stabilize through a chain of experience, analysis, conclusions, and re-trial [11]. Therefore, integrating microteaching with rubric-guided video/observation analysis turns competency development into an observable and measurable process.

Formative feedback is treated as a direct driver of learning and competency change. Feedback becomes most effective when it answers: Where am I now? Where am I going? What is the next step? [6]. Within coaching sessions, this is operationalized as a simple protocol: Evidence (an observable fact) – Impact (effect on learners/process) – Next step (a specific adjustment).

Competency Development Logic in the Model

Methodological (instructional) competence develops as student teachers design lesson fragments aligned with goals and age-specific learning logic, then test them in microteaching and refine them using evidence and criteria [12, 13]. Communicative competence is strengthened through structured questioning, peer discussion, and feedback dialogue, where the student teacher learns to listen, clarify, and respond with professional language [1, 4]. Classroom management competence improves through repeated trials of routines, signals, and time management strategies, followed by evidence-based analysis and re-planning [11].

Assessment competence develops when student teachers practice communicating criteria, collecting evidence, and providing formative feedback aligned to learning goals [6]. Finally, reflective competence grows through systematic journaling and coach-guided reflection, converting experience into learning and stable professional habits [10, 11].

Practical Example of One Coaching Cycle

Example focus: "instruction clarity" for a Grade 2 mathematics micro-lesson. Goal (G): deliver a three-step instruction in 20 seconds and check understanding with one comprehension question [1, 2]. Reality (R): video evidence shows that the instruction was repeated twice and two learners asked again what to do. Options (O): (a) use a visual instruction card; (b) use 'tell–show–do' sequence; (c) ask one learner to repeat the instruction. Will (W): choose option (b) + (c) and plan a re-trial in the next microteaching session.

During the re-trial, the teacher educator and peers observe and collect evidence using 2–3 rubric indicators (instruction, time management, classroom management). In the feedback discussion, evidence is separated from interpretation to maintain a developmental tone: "The instruction was delivered once in 18 seconds (evidence), learners started immediately and noise decreased (impact). Next step: keep the same structure and add one criterion phrase about what counts as a correct answer (next step)." [6].

Conditions for Effective Implementation

The model requires several implementation conditions in teacher education programs. First, microteaching should be scheduled regularly (e.g., weekly), so that re-trial is possible and progress can be tracked. Second, the learning environment should be psychologically safe: feedback is developmental, confidentiality is respected, and mistakes are treated as learning material rather than failures [5]. Third, the coach (teacher educator/mentor) must balance non-directiveness with responsibility for professional standards: questions guide the learner, while evidence and criteria keep the process rigorous [1, 6].

Fourth, data sources should be lightweight but systematic: short videos, observation notes, and rubric evidence lines are sufficient if collected consistently. Finally, group formats can be used to scale the model, but the contract and feedback protocol must remain stable to prevent evaluative pressure and protect honest reflection.

Monitoring, Evidence, and Documentation

To ensure that competency development is observable, three documentation streams are recommended: (1) rubric scores and short evidence notes after each microteaching trial; (2) reflective journal entries (weekly minimal format: situation – evidence – interpretation – next step); and (3) an action plan aligned to GROW that is updated after each session. This

combination supports both formative monitoring and program-level evaluation of competency dynamics.

Implementation Recommendations

Agree on the session contract from the beginning (confidentiality, non-judgmental dialogue, boundaries of responsibility) [5].

Prepare a bank of powerful questions aligned to GROW stages to keep sessions focused and actionable [1, 2].

Focus each microteaching trial on one skill (e.g., instruction delivery, assessment, classroom management) to ensure measurable progress [11].

Limit the rubric to 7–9 indicators and focus on 2–3 per session, increasing complexity gradually [6].

Use multi-source feedback (self/peer/coach/mentor) and standardize it via the Evidence–Impact–Next step protocol [6].

Maintain a minimal weekly reflective journal and use it as the entry point for the next coaching session [10, 11].

Embed the model into practicum tasks so that coaching goals connect with real lesson planning and classroom realities [12, 13].

Conclusion

The article substantiates a methodological model in which pedagogical coaching supports the systematic development of future primary school teachers' professional competencies. By integrating a GROW-based session framework, microteaching trials, evidence-based analysis via a rubric, a question bank, reflective journaling, and a competency–tool mapping, the model transforms professional growth into a managed cycle of plan–trial–analysis–re-trial. The model's practical value lies in providing teacher educators with a structured approach to designing coaching sessions, defining observable competency indicators, and linking them to assessment criteria and feedback protocols.

A limitation is that the model is primarily methodological and should be empirically tested across cohorts and contexts. Future research may focus on (a) pre/post competency measurement using rubric indicators, (b) comparing different coaching intensities and formats (individual vs. group coaching), and (c) examining sustainability of gains during school practicum.

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