

ABSTRACT

In this thesis, I focus on identifying and describing the needs of school management and teachers at a selected primary school for utilizing coaching services, as well as exploring how these needs can be met through collaboration with a coaching organization. The theoretical part of the work delves into the key concepts of coaching, the roles of school principals, teachers, and coaching organizations, emphasizing their interactions within the educational environment. The empirical section adopts a qualitative approach, combining interviews with the school principal and the director of the coaching organization with systematic data collection from questionnaires completed by teachers. Excerpts from these interviews and questionnaire responses are cited. The interviews and questionnaires are designed to address the research questions, of which there are six, and to align with the thesis objectives. The findings highlight several key areas: the lack of financial resources to hire coaches, the need for coaches to have expertise and knowledge of educational issues, support for the personal and professional development of teachers, and the time and organizational challenges involved in such collaboration. The study also outlines the requirements and opportunities for implementing coaching in the school environment, considering the identified needs and potential constraints that might affect the success of these initiatives. Since the thesis successfully meets its objectives, the results have the potential to inform coaching organizations about the specific needs of schools and enable them to respond more effectively to the requirements of school management and teachers. Additionally, it provides schools with insights into what needs to be ensured for potential collaboration with coaching organizations.

KEYWORDS

Coaching, Principal, Teacher, Coaching Organization, Cooperation

