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## TUTOR AND COACH: REDISCOVERED FUNCTIONS OF A TEACHER IN THE CONTEXT OF SCHOOL EDUCATION\*

**Introduction:** The article discusses the topic of the evolution of the role of a teacher, who becomes a guide and partner in the teaching-learning process in relations with the student.

**Research Aim:** The aim of this article is to analyse the role of a teacher as a tutor and coach in school education with consideration of the main competencies essential for playing these roles and of the benefits derived from the implementation of this form of personalised education.

**Evidence-based Facts:** The research was based on a literature review of the subject. The analysis focuses on ways to define tutoring and coaching in the context of a teacher's work. The evolutionary role of a teacher was discussed in the new approach. In relation to the student, teachers become guides and partners in the teaching-learning process. Key competencies are ethical, diagnostic, social and emotional, as well as communicative. These are essential for effectively performing the role of a tutor and coach and are presented in this article.

**Summary:** Results of multiple literature reviews indicate that personalised education positively impacts the development of students in cognitive, emotional, as well as social spheres. Conclusions include a suggestion that teachers should strive to adopt the role of a tutor and coach in order to effectively support students in their development and to prepare them for the challenges of the modern world. Recommendations outline the need for teacher training in the scope of ethical, diagnostic, social and emotional, as well as communicative competencies.

**Keywords:** tutor, coach, the teacher's roles, competencies, education

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\* Suggested citation: Popławska, A., Sufa, B. (2026). Tutor and Coach: Rediscovered Functions of a Teacher in the Context of School Education. *Lubelski Rocznik Pedagogiczny*, 45(1), 41–56. <http://dx.doi.org/10.17951/lrp.2026.45.1.41-56>

## INTRODUCTION

The modern educational system is undergoing a transformation conditioned not only by a dynamic development of technology but also by increasing social and cultural diversity, coupled with an increasing awareness of specific educational needs of an individual. This shift demands more flexible and inclusive teaching methods that adapt to varied learning styles and backgrounds. As a result, educators are increasingly exploring innovative theories to bridge traditional practices with modern demands, ensuring that learning environments foster equity and personalization. Constructivism can be an inspiration for contemporary education. The constructivist approach to learning redefines the traditional teaching model. In this paradigm, the educational process is based on student-centred teaching, which engages students in active discussion and collaboration. Moreover, independent knowledge is constructed based on real-life challenges. The role of a teacher changes that to a guide and partner in growth. However, a facilitator supports students' learning process rather than dictating it. This approach promotes intrinsic motivation and independent engagement, which enables students to independently seek and verify knowledge. Ultimately, this leads to developing individualised and coherent cognitive frameworks, as constructivism emphasises passive transfer of ready-made knowledge. This is to be explored by students on their own to finally arrive at a unique cognitive system (Wang, 2022).

Klus-Stańska (2010) considers the following to be among the most characteristic assumptions of constructivist teaching:

- Student activity is always the starting point for learning and before a teacher intervenes, it is necessary to give the students time to try to cope with the cognitive situation, offered by the teacher, on their own, even if they are unsuccessful.
- It is important in teaching to place a student in a problematic situation that causes cognitive conflict and enables their conceptual independence.
- Teaching is more about a teacher recognising what a student means rather than about encouraging students to guess what the teacher means.
- Learning is not about assimilating other people's concepts, but about socially negotiating meanings.
- It is more important to teach students how to set goals and to encourage them to act independently in many different ways – even when success is not guaranteed – than to have the teacher convey ready ways of acting.
- Planning teaching is about designing teaching opportunities without the possibility of precisely determining partial effects.

As a result, the traditional paradigm of a teacher as a dominant source of knowledge is giving way to a model in which the teacher plays the role of a guide,

inspirer, partner in growth, facilitator, initiator of change, diagnostician, and reflective practitioner.

A catalogue of teachers' roles proposed above should be considered in line with the constructivist learning theory. This will emphasise student agency and individualisation of the educational process. In this approach, forms of personalised education, such as tutoring and coaching, gain importance (Słaboń, 2014; Whitmore, 2017). These constitute an appropriate response to the challenges of our era, as such education leads to adapting methods of education, curriculum content, and teaching styles to individual predispositions of a student, taking into account their cognitive abilities, interests, tempo of internalising knowledge, as well as emotional and social context (Fingas, 2018). In this approach, a teacher redefines their role from a position of expert authority to a co-creator of the educational process, inviting the student to actively engage in the teaching-learning process. As Whitmore (2017) notes, education based on coaching is unlocking people's potential to maximize their own performance, while tutoring, according to Fingas (2018), allows for the building of lasting relations with the student based on trust and mutual respect, leading to more effective learning.

The innovative character of the present article lies in its comprehensive approach to redefining a teacher's role within the context of personalized education. This will integrate tutoring and coaching methods of student engagement. This will emphasise the significance of ethical, diagnostical, social and emotional, as well as communicative competencies. The article makes a significant contribution to pedagogical literature by addressing the gap in scholarly reflection on tutoring and coaching in school education and proposing practical solutions. In doing so, it aligns with the paradigm of 21st-century education, which prioritizes individualization and autonomy, as well as holistic development of a student.

## RESEARCH PROBLEM AND AIM

The aim of this article is to analyse the role of a teacher in school education in the context of applying such personalised educational forms as tutoring and coaching. A thesis is proposed that contemporary teachers should integrate into their working style elements of tutoring and coaching as tools that support not only the cognitive development of students, but also their emotional and social growth (Czayka-Chełmińska, 2007; Rowicka, 2013). The article addresses the issues of basic assumptions of personalised education and competencies of a teacher as a tutor and coach for their effective implementation.

## EVIDENCE-BASED FACTS

### Role and Tasks of a Teacher in a Classroom

In large part, effectiveness of teaching and education depends on resources and personal convictions, competences, as well as engagement of a teacher in implementing tasks assigned to them. Traditionally, the following tasks are distinguished: didactic (associated with the organisation and direction of the teaching/learning process), educational, custodial, and diagnostic.

As mentioned above, a modern teacher should play the following roles:

- Professional: This is a teacher who is substantively prepared for their work and someone who conducts their activities in a thoughtful manner. This is a teacher who seeks to operationalise educational objectives in a creative and innovative way, according to diverse needs of students.
- Diagnostician: This is a teacher who identifies the educational needs of students and adapts their teaching methods and forms to support development of an individual's abilities and interests. They address learning difficulties by collaborating with parents and specialists to provide comprehensive support to students.
- Inspirer: This is a person who motivates students and ignites their passion and curiosity about the world.
- Place-maker: A person who designs a space that can inspire students, which will facilitate them to develop their hidden potential and experience a diverse world.
- Reflective practitioner: This is a person who uses reflection (deep thought) on their own practical experience to achieve mastery in the teaching and learning activities performed (Popławska, 2024).

Within a constructivist framework, a teacher's paramount responsibility lies in orchestrating and sustaining a collaborative and problem-based learning environment. This environment must empower students to actively construct their own understanding and relation with the teacher. Therefore, this will be a facilitator of cognitive processes and a guide through the inquiry process.

Brooks and Brooks (1999) summarize a large segment of the literature with descriptions of constructivist teachers. They conceive of a constructivist teacher as someone who will:

- inspire and accept students' autonomy and initiative;
- use a wide variety of materials, which include raw data, primary sources, and interactive materials as well as encourage students to use them;
- encourage students to engage in dialogue with their teacher and with one another;
- encourage a student's inquiry by asking them thoughtful and open-ended questions, but also encourage students to ask questions to one another and seek elaboration of their initial responses;

- engage students in experiences that show contradictions to initial understanding and then encourage discussion;
- provide time for students to construct relationships and create metaphors.

By leaving behind the traditional transmission model of teaching, in which teachers are dominant and focus on transferring knowledge, we facilitate creation of a relational model, in which a teacher plays the role of a guide through and explainer of the world, assisting students and taking responsibility for supporting their growth. In this two-subject relationship, there is a specific personal bond and the aim becomes shared discovery: shared creation of knowledge, shared search for solutions.

Bałachowicz (2013) expands the list of roles played by the teacher with the addition of the role of a “self-creator.” This is someone who is capable of individualising the programme of work with the child, directing them to augment developmental resources, to develop individuality and the subjective competencies of being in the world (p. 21). All of the aforementioned roles can be combined by a school education teacher by applying innovative tutoring and coaching strategies in their work. Incorporating the role of a “self-creator” underscores the necessity of viewing a teacher as a reflective practitioner who, through the deliberate design of individualized educational experiences, not only supports children’s holistic development but also co-creates conditions for fostering their agency, subjectivity, and capacity for responsible participation in the social world.

### Teacher as Tutor

In modern times, particular importance is assigned to an individual approach to a student, to the strengthening of their comprehensive development and sense of responsibility for themselves. These aims can be achieved by a tutor – an individual who provides safety to the child and assists in their development. The tutor should possess extensive knowledge in a given subject area as well as high interpersonal skills, and should know how to appropriately apply techniques and adjust the tempo of learning, assign tasks which foster the development of the student, and be able to work on a one-to-one basis. They should also know how to carefully listen to the student, be outgoing, open, and patient, strengthen the student’s self-confidence and self-esteem, shape the student’s character, and be systematic, organised, and punctual (Bogunia, 2022; Fingas, 2018). Tutors play the role of personal guides for students and are active partners in the educational situation, role-models who support students’ journey on the path to success and self-development, while motivating them to independent action, acquisition and broadening of knowledge, and helping them develop their own style and trajectory of learning, as well as uncovering, developing, and strengthening students’ skills and abilities, such as critical thinking, conduct of discussions, setting goals and achieving them, self-evaluation, and formulation and defending of opinions.

When building relations with the student based on respect, trust, and a feeling of security, a tutor should attempt to get to know the child as well as possible. It is also important that they understand their students' predispositions, interests, as well as strong and weak suits, so that they can appropriately set out and achieve developmental or academic goals. It should be stressed at this point that these relations involve mutual understanding, partnership, cooperation, and learning from one another.

The relationship between the tutor and the student should be results-focused, that is focused on a change within the student by using the child's resources and by helping them cope with challenges to the best of their ability. In this context, the tutor and the student are equal partners (Czayka-Chełmińska, 2007, p. 43). When motivating children to growth and self-development, a tutor should strengthen their talents, encourage them to develop, take action, and achieve further successes through praise, rewards, distinctions, and by noticing even minor accomplishments or private successes instead of focusing on mistakes. When organising the learning space, a tutor should create situations which favour development of the child's desire to discover, which provokes them to ask questions and search for answers, experiment, and experience real-life situations, while simultaneously ensuring them a sense of safety and freedom (Jakubowicz-Bryx, 2012, p. 63).

The tutoring process should involve several stages: learning about the student, setting developmental goals, planning development, implementation of plans (motivation and monitoring), and assessment of results (evaluation; Traczyński, 2009, p. 36). Tutoring is a form of personalised education, custom-made for a specific person, for their talents and predispositions; it is education which engages all spaces of an individual's growth, not just knowledge, but also skills, attitudes, and character (Słaboń, 2014, pp. 4-5).

By bringing teachers' working techniques into the modern age, tutoring provides a real opportunity for individualisation of work based on an encounter between two individuals who enjoy mutual trust and respect. The aim of tutoring is to prepare students for independence by gradually increasing the scope of their decision-making prerogative, all the while teaching them how to take responsibility for their own actions. Thanks to this, students develop not only their knowledge, but also their ability to organise their own work and to think critically. In time, the tutor may become someone who continually inspires, provides support, and assists in building worthwhile attitudes.

These worthwhile attitudes are also formed by coaching, which "assists people at every level in becoming who they want to be and in being their best self. Coaching builds confidence, strengthens the ability to choose, and leads to change. It unlocks human potential to maximize activity" (O'Connor & Lages-O'Connor, 2007, p. 18). In this manner, coaching emerges as a pivotal pedagogical instrument that integrates personal development with the learning process through active unleashing of students' intrinsic potential.

## Teacher as Coach

A teacher-coach is a person who assists, supports, and poses challenges to the student. The relationship is formed on the basis of a bidirectional and two-subject interaction. A coach organises the conversation, sets clear conditions for collaboration, builds trust, and adapts the flow of the meeting to the needs of the client-student relationship. A coach is responsible for the course of the process but not for its outcome. The role of a coach is to support a student (Brzeziński, 2014).

Neale et al. (2010) indicate that the collaboration of the coach with the coachee aims to increase self-awareness and the feeling of responsibility of the person who is subject to coaching which essentially constitutes assistance in their progress, productivity, and performance (p. 51). Coaching is hence a non-directive form of work with another person, which involves accompanying that person in their development, in their process of discovering themselves, of uncovering their own potential and of using the knowledge they have obtained to set goals, and design methods for their achievement and effective implementation.

The coaching process aims to facilitate a student's ability to acquire skills and to define their own views on a given topic, to verbalise these, and even to defend them. This means that in terms of competences, the object of work is not only knowledge, but also experience: an individual and inimitable experience. Thanks to coaching, the personal dimension of education, which involves strengthening of independence in the realm of both thought and action takes place. According to Whitmore (2017), who sees coaching as more of a process of facilitation and self-learning than of instruction, coaching opens up the potential of an individual to maximise their own performance. Clutterbuck (2003) additionally stresses the short-term character of coaching, defining it as "a short-term intervention aimed at performance improvement or developing a particular competence" (p. 13).

In coaching, a student is seen as an autonomous author of their own life, accountable for its course. This individual possesses innate resources of which they are often unaware or which they have incompletely exploited. For this reason, an individual needs support of an experienced person who can help them discover their capabilities, hear their needs, and help them understand these. A coach is not an advisor who imposes ready solutions. They do not play the role of an expert who knows better than the client what they need, nor do they transmit knowledge in the form of facts and skills. The task of the coach is to create a space for growth, to organise conditions in which the client can discover their potentials, better understand their situation, and plan further action. "By influencing their imagination and values, coaching helps to redefine – in line with the goals they are pursuing – their attitudes, thinking and behaviour" (Hargrove, 2006, p. 23). In the coaching process, the client is the source of ideas and solutions, while the coach supports their creativity and their application of new and effective strategies, expanding their perspectives and showing them different points of view (Wujec, 2012, p.17).

Coaching in education means accompanying a student in their development, on their path through education. In daily situations, students encounter complex problems which cannot be generalised or compared to uniform standards. The task of the coach/teacher is to discover the needs of the child, observe what significance these have for the child, and to consider how meeting these needs can improve the child's functioning in society. Effective education with the use of this method requires a partner relationship between the participants, a knowledge of the surroundings, and of individual and social challenges. Thanks to this, student development is based on personal transformation and thus, the fundamental coaching process comprised praise and recognition, positive words and phrases, formulation of clear, realistic goals and setting of challenges, emotional support, flexible thinking, openness to cooperation, persistence and determination, as well as creation of a positive learning environment (Clutterbuck, 2023; Grant, 2023; Robbins, 2022; Whitmore, 2017).

### **Roles of Tutor and a Coach in Education – Similarities, Differences, and Complementarity**

In contemporary education, the roles of a tutor and coach are fundamental in supporting students' holistic development, despite the fact that they can differ significantly in their approach and methodology, as well as objectives. Based on this literature analysis, a complementary and clearly differentiated profile of both roles can be outlined.

Similarities between tutoring and coaching include strong focus on individualised student support. This fosters their potential and reinforces the sense of agency and responsibility. Tutors and coaches alike create a learning environment grounded in trust, attentive listening, and positive reinforcement. This contributes to the development of not only cognitive skills but also of social and emotional competences. As McGill et al. (2020) observe, tutoring engages not only the sphere of knowledge but also attitudes and character. Similarly, coaching defined by O'Connor and Lages-O'Connor (2007) is meant to strengthen one's ability to choose and will build self-confidence. It then leads to transformation by unlocking the human potential.

Essential differences will concern the structure of the relationship and its aims, as well as methods of work. While tutoring is marked by a relationship of asymmetry, a tutor acts as a guide and mentor. Tutors also act as role models who possess expert knowledge and didactic competences (Bogunia, 2022; Fingas, 2018). However, coaching is based on a partnership model that is equal in subjectivity, but not in expertise. As Czayka-Chełmińska (2007) points out, a tutor serves as a personal guide in the educational process that initiates developmental activities and, introduces a student to the world of knowledge, while fostering autonomous learning.

In contrast, a coach does not transfer content or propose solutions, but uses reflective dialogue that provides structure. GROW is a good example of that very structure. This approach is about three questions (What? So What? Now What?) and it shows how reflective dialogue helps guide students through the process. This is to help students independently identify goals explore their resources, and plan their actions (Clutterbuck, 2023; Whitmore, 2017). As Hargrove (2006) notes, a coach's task is not to "know better," but to create conditions for discovering personal answers as well as redefine attitudes, values, and ways of thinking.

Tutoring focuses on a classical educational process that develops knowledge, cognitive skills and critical thinking, while it simultaneously nurtures essential learning competences such as adaptability, self-motivation, and the ability to apply acquired skills in real-world scenarios (Traczyński, 2009). Coaching, however, is centred on personal transformation, which accompanies students in their self-discovery. It also internalises their developmental goals. On the contrary, tutoring tends to be a long-term process embedded in educational institutions, whilst coaching is typically short-term and aimed at specific outcomes (Clutterbuck, 2003; Grant, 2023).

However, whereas a tutor shapes the educational process and organises knowledge construction, a coach supports the search for meaning and purpose while refraining from judgement. A tutor will encourage reflection and action according to Brzeziński (2014). Both approaches assume an active role for the student, though while the origin of initiative differs in tutoring, it is often shared and primarily driven by the learner in the coaching relationship.

In conclusion, tutors and coaches represent distinctive, yet complementary approaches to educational support. They do this by contributing unique value to a learner's development. Integration of these two roles lies in that one is the expert and the other is the facilitator. This may form a vital component of modern and personalised education that responds to both the cognitive and the emotional needs of students.

### **Competencies of a Teacher as a Tutor and Coach**

A variety of typologies of the key competencies essential for correct performance of a teacher's job can be found in the subject literature. Pankowska (2016) distinguishes two groups of competencies – basic and supplementary. Basic competencies include diagnostic, communicative, substantive and cognitive, didactic, moral, information- and media-related ones. Supplementary competencies include civic, pro-health, therapeutic, and cultural, as well as those associated with integrational and multicultural education (Pankowska, 2016, p. 195).

Ethical, diagnostic, social, emotional, and communicative competencies are of particular importance in the work of a teacher as a tutor and coach. Teachers' ethical competencies are an integral part of pedagogical professionalism. This per-

meates every aspect of educational practice, from curriculum design through lesson implementation, to method selection and assessment, and to relationship building (Campbell, 2008; Ghiațău, 2015). Ethical competencies of a teacher represent a multidimensional construct, which is essential for fulfilling the roles of a tutor and coach. It is conceptualized that as a complex framework, ethics should encompass knowledge, skills as well as values. These should be attitudes that enable teachers to function as reflective practitioners and moral exemplars for students (Ghiațău, 2015). This competency transcends passive compliance with norms and fosters autonomous reflection-driven action in dilemmatic situations (Ghiațău, 2015, pp. 392–395).

Ethical knowledge is a cornerstone of ethical competencies. It includes familiarity with ethical theories and legal regulations. It also requires professional codes, alongside intuitive-experiential knowledge that has been developed through pedagogical practice. This knowledge equips teachers to recognize the moral dimensions of everyday professional situations. Drawing on Rest's (1994) model, the key ethical skills comprise four interrelated components. Receptivity (ability to identify and empathetically interpret situations with moral significance), ethical reasoning (evaluating solutions and selecting the optimal course of action from a moral perspective), moral motivation (prioritizing ethical values over other objectives), as well as moral implementation (perseverance and courage in executing ethical decisions) all provide good examples here.

Professional conduct of an ethical educator is fundamentally guided by a framework of core values. Central among these is care, understood as a profound pedagogical relationship dedicated to fostering holistic development of students. This foundation is further supported by freedom (specifically, academic freedom) which is responsibly exercised with due regard for students' well-being and autonomy. Another cornerstone is professional independence, which is grounded in the principles of responsibility and justice and finds practical expression in equitable treatment of all learners. The value of individualized support necessitates tailoring pedagogical approaches out of respect for each student's unique dignity, identity, and diverse needs. Furthermore, a broad sense of responsibility extends to the integrity of the educational process, the school as an institution, and the broader community. Underpinning all of these is integrity, defined as a consistent alignment between words and actions, coupled with the courage to uphold ethical principles. Within the educational sphere, these values acquire distinct and critical nuances. They are operationalized and given force through essential ethical attitudes. A deep commitment to the profession, continuous critical reflection on one's own practice, genuine openness to dialogue, consistency in ethical action, and moral courage to act upon one's convictions are all integral competencies that translate abstract values into everyday professional praxis.

Absence of ethical competencies can lead to didactic effects in form of negative psychosocial consequences for students. These include anxiety, diminished

self-esteem, aversion to school, and resistance to academic demands. Conversely, well-developed ethical competencies facilitate creation of safe, trust-based pedagogical relationships. Effective resolution of complex professional dilemmas and modelling of desirable attitudes in students is the authentic realization of professional autonomy. Similarly, it is grounded in an internal moral compass, which forms the core of a teacher's professional identity as a tutor and coach. Additionally, it integrates theoretical knowledge with reflective action in service of the education's fundamental values. Developing these competencies requires systematic training in professional ethics, experiential learning, and critical analysis of one's practice (Ghiațău, 2015; Husu & Tirri, 2007).

Diagnostic competencies make it possible to become familiar with students, with their individual developmental predispositions, abilities, interests, and limitations. It also makes it possible to familiarize students with the community, social, and cultural factors which condition this development. Diagnostic competencies allow a teacher to conduct constant reflection on the didactic steps which they then take and on the adaptation of these steps to the current needs of the students.

Situational diagnosis allows for appropriate support to be provided. Diagnostic competencies of a teacher are crucial for identifying both the strengths and the weaknesses of students, allowing for individualisation of teaching and for introduction of appropriate support strategies. As Jarosz and Wysocka (2006) note, the diagnosis should involve a broad spectrum of factors, including the state of health, the level of perception, and the mentality of students, as well as environmental factors.

Teachers who demonstrate social and emotional competence will exhibit a strong sense of self-awareness. This enables them to identify their emotions, emotional patterns, and behavioural tendencies. They skilfully harness positive emotions, such as enthusiasm and joy, to foster motivation for learning and teaching their students. These educators possess a grounded understanding of their strengths and limitations, acknowledging both their emotional capabilities and areas for growth. Such teachers also display heightened social awareness, recognizing how their emotional expressions influence interactions with others. They are adept at perceiving and interpreting their students' emotions as well as those of the students' peers and parents, which allows them to cultivate supportive and collaborative relationships. These relationships are grounded in mutual respect and understanding. Socially and emotionally, competent teachers uphold prosocial values and for the most part make informed and responsible decisions, considering the potential impact of their choices on themselves and others. They exhibit respect for others and take accountability for their actions, fostering a positive and ethical classroom environment. Socially and emotionally competent teachers set the tone of the classroom by developing supportive and encouraging relationships with their students in addition to designing lessons that build on students' strengths and abilities. They establish and implement behavioural guidelines in

ways that promote intrinsic motivation, and coach students through conflict situations by encouraging cooperation among students and acting as a role model for respectful and appropriate communication as well as for exhibitions of prosocial behaviour (Jennings & Greenberg, 2009; Popławska, 2017).

Effective communication of a teacher as a tutor and coach is ensured by their communicative competencies. In the opinion of Kwaśnica (2007), communicative competencies enable a dialogue both with others and with oneself, involving, among other things, empathy, acceptance of differences, willingness to analyse the perspectives of others, and abandonment of an authoritarian stance in favour of a partnership approach. Further, Rowicka (2013) highlights such components of communicative competencies as asking questions, supportive listening, active listening, supportive analysis, assertive critique, and motivation.

It is important for a tutor-coach to demonstrate skill in posing open questions that encourage students to reflect and engage in independent thinking. This inspires their creativity and develops their ability to solve problems, which in turn incline them to focus on their experiences and needs. Open questions foster maintenance of the flow of speakers' statements and deepen them (Grela et al., 2017, p. 43).

Active listening is a skill of fully concentrating on students' statements, showing acceptance, and asking questions to enhance better understanding. This helps the participants in the conversation to understand the problem, hence building trust and fostering further communication (Newton, 2024). Thanks to such an attitude on the part of the teacher as a tutor and coach, the students feel appreciated and are more engaged in the learning process. Because of active listening, all participants in the communication process increase their ability to recall information and are better able to get to "hidden information," which the speaker may have forgotten about. Active listening is also an element which improves social relations. By engaging in the conversation, we are able to win the favour and trust of the other person and to form lasting and positive relations. We can also obtain the information we need on the needs and preferences of all speakers.

Supporting students in their development of internal motivation is one of the essential elements of personalized education (tutoring, coaching). A teacher can achieve this by acknowledging students' efforts, by indicating their strengths, and by applying positive reinforcement (Ryan & Deci, 2017). It is worthwhile to focus on feedback, which additionally lets the student know how they can develop. Thus, it becomes important to find appropriate methods and techniques of action to unflinchingly uphold the multifaceted engagement of a student in an effort to maintain effective and creative collaboration, providing satisfaction and a feeling of success (Rowicka, 2013).

## SUMMARY

Contemporary primary education requires redefinition of the role of a teacher who, faced with dynamic transformations in technology and in the social and cultural spheres, is moving from the traditional role of a source of information to one of a tutor and coach, supporting holistic growth of students. The article confirms the thesis that the implementation of tutoring and coaching methods in contemporary school education is an effective response to the need for individualisation in the teaching process; one that takes into account cognitive, emotional, and social predispositions of the students. Key competences required of the teacher as a tutor and coach include diagnostic skills that allow for identification of students' individual and communicative skills based on active listening, asking questions, and assertive feedback. By building lasting mentor relationships and coaching, tutoring focused on drawing out a student's potential synergistically supports development of autonomy, critical thinking, and internal motivation in line with the assumptions of the self-determination theory (Ryan & Deci, 2017).

After reviewing research on implementing tutoring, White et al. (2023) allow for the statement that there is extensive evidence for a positive impact of personalised education. This includes improvement of academic performance and increased engagement of students, and educational successes which they can experience. The authors of this analysis stress that the effectiveness of tutoring is strongly dependent on such factors as its duration, the frequency of meetings, and the competencies of the tutor. All this, again, is taking the place where tutoring is. It can be said that personalised education taking place during school lessons and conducted by professional teachers delivers greater results than tutoring conducted outside of the school setting or conducted by individuals who are less well-qualified. It thus remains a key challenge for teachers to be appropriately prepared to fulfil the demands of their new role; something which requires implementation of training programmes directed towards development of ethical and diagnostic competencies, coupled with social, emotional and communicative competencies (Cramerotti, 2022; Gümüş, 2022).

## CONCLUSIONS

In conclusion, synergistic integration of tutoring and coaching as complementary approaches makes it possible to establish sustained mentoring relationships. Advancing holistic student development and eliciting latent potential require educational practices that simultaneously nurture learners' autonomy, self-awareness, and capacity for independent thought. Moreover, it is essential to create learning environments that foster student-directed knowledge construction, where learners actively engage in inquiry, reflection, and meaning-making. This transformation is

achieved by repositioning teachers as facilitators and cognitive guides whose primary role involves scaffolding learning processes, cultivating curiosity, and supporting students in constructing their own understanding of complex concepts.

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## TUTOR I COACH - ROLA NAUCZYCIELA NA NOWO ODKRYTE W SZKOLNEJ EDUKACJI

**Wprowadzenie:** W artykule podjęto problematykę zmieniającej się roli nauczyciela w kontekście współczesnych wyzwań edukacyjnych oraz potrzeby indywidualizacji procesu nauczania.

**Cel badań:** Celem artykułu jest analiza roli nauczyciela jako tutora i coacha w edukacji szkolnej, z uwzględnieniem specyficznych kompetencji niezbędnych do pełnienia tych ról oraz korzyści płynących z wdrożenia takiej formy edukacji spersonalizowanej

**Stan wiedzy:** Badania opierają się na przeglądzie literatury przedmiotu oraz analizie teorii pedagogicznych dotyczących tutoringu i coachingu. W artykule omówiono ewolucję roli nauczyciela, który w nowym podejściu, w relacji z uczniem staje się przewodnikiem i partnerem w procesie nauczania-uczenia się. Przedstawiono również kluczowe kompetencje tj. kompetencje etyczne, diagnostyczne, społeczne i emocjonalne oraz komunikacyjne niezbędne do skutecznego pełnienia roli tutora i coacha.

**Podsumowanie:** Wyniki przeglądu literatury wskazują, że taka forma edukacji spersonalizowanej pozytywnie wpływa na rozwój uczniów, zarówno w sferze poznawczej, emocjonalnej, jak i społecznej. We wnioskach zawarto sugestię, że nauczyciele powinni dążyć do przyjęcia ról tutora i coacha, aby skuteczniej wspierać uczniów w ich rozwoju i przygotowaniu do wyzwań współczesnego świata. Rekomendacje obejmują konieczność kształcenia nauczycieli w zakresie kompetencji etycznych, diagnostycznych, społecznych i emocjonalnych oraz komunikacyjnych.

**Słowa kluczowe:** tutor, coach, rola nauczyciela, kompetencje, edukacja