

# Chapter 11

## Concept of Instructional Coaching for Professional Teacher Development in Post–Pandemic Epoch

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### ABSTRACT

*This chapter explores the essential concept of instructional coaching as a dynamic approach to enhance student learning outcomes by promoting teacher competence and efficiency in the classroom. The investigation provides a thorough understanding of instructional coaching, covering its nature, various modes and approaches. Additionally, the chapter highlights key skills associated with instructional coaches in the distinct context of the post-pandemic era. By examining historical perspectives, it traces the evolution of instructional coaching, offering insights into its development over time. Moreover, the chapter critically assesses the impact of instructional coaching during the pandemic and underscores its enduring relevance in the post-pandemic period. In addressing challenges and opportunities in instructional coaching for professional teacher development, the chapter particularly focuses on lessons gleaned from the pandemic experiences. This comprehensive analysis contributes to the ongoing discourse about technology-infused education in the post-pandemic era.*

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## **INTRODUCTION**

Over time, there have been significant changes in how schools prepare and support teachers as educational practices evolve (Bamrungsin & Khampirat, 2022). With various crises such as adapting to COVID-19 and coping with educator shortages, schools are compelled to adjust significantly to ensure effective instruction (Carver-Thomas, Kini & Burns, 2020). In 2020, the pandemic led teachers nationwide to modify their instructional approaches, especially with the shift to remote and hybrid learning models (Dos Santos, 2021). Even upon returning to in-person classes, new measures like mask mandates and social distancing require teachers to manage health risks differently (Robinson et al., 2024; Zamarro et al., 2022). Amid these changes, the demand for effective instructional coaching to enhance teacher retention becomes crucial for student and school success during the pandemic. From implementing health protocols to adapting teaching methods for diverse student needs, educators face increasing demands amidst growing teacher shortages (Carver-Thomas, Kini & Burns, 2020).

In the wake of unprecedented challenges, the concept of instructional coaching has emerged as a beacon of hope for professional teacher development in the post-pandemic epoch. Instructional coaching offers a dynamic framework that empowers educators to adapt, innovate, and thrive amidst uncertainty (Barnes, 2023). Hence, due to the changes brought about by the pandemic, instructional coaching stands as a strategic framework, offering support and guidance to educators seeking to refine their teaching practices and adapt to the evolving needs of the educational environment. To facilitate successful teaching and learning experiences, educators need to be furnished with the essential instructional materials and support that can enhance effective lesson delivery within the classroom setting. Achieving this is possible through instructional coaching. Instructional coaching constitutes a form of professional development wherein an instructional coach offers guidance and assistance to teachers, aiming to enhance their instructional methods that usually leads to effective performance of learners in this technological age (Rowe, 2022).

The primary objective of instructional coaching is to enhance student learning results by aiding teachers in enhancing their competence and efficiency within the classroom (Main, 2022). By prioritizing efforts to promote the concept of instructional coaching having observed the influence of it on professional development of teachers, it is essential to explore the significance and application of instructional coaching in shaping resilient and effective teachers in the post-pandemic epoch. This chapter addressed the following crucial aspect of instructional coaching in the context of post pandemic epoch:

- i. Meaning and nature of instructional coaching;
- ii. Modes, approaches and types of instructional coaching;

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