Mentoring and Coaching CPD Capacity Building Project

National Framework for Mentoring and Coaching

Contents:

Principles of Mentoring and Coaching

Mentoring and Coaching: Core Concepts

Skills for Mentoring and Coaching

Mentoring and Coaching: A Comparison

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curee

department for education and skills
creating opportunity, releasing potential, achieving excellence

GTC General Teaching Council for England

NCSL

Primary and Secondary National Strategies

QCA Qualifications and Curriculum Authority Guarding standards

training and development agency for schools

Principles of mentoring and coaching

The DfES recognises that the ways mentoring and coaching are used depend on the context. There is no intention to impose a uniform model. These ten principles, based on evidence from research and consultation, are recommended to inform mentoring and coaching programmes in schools and to help increase the impact of continuing professional development on student learning.

Effective mentoring and coaching involves:

a learning conversation

structured professional dialogue, rooted in evidence from the professional learner's practice, which articulates existing beliefs and practices to enable reflection on them

a thoughtful relationship

developing trust, attending respectfully and with sensitivity to the powerful emotions involved in deep professional learning

a learning agreement

establishing confidence about the boundaries of the relationship by agreeing and upholding ground rules that address imbalances in power and accountability

combining support from fellow professional learners and specialists

collaborating with colleagues to sustain commitment to learning and relate new approaches to everyday practice; seeking out specialist expertise to extend skills and knowledge and to model good practice

growing self direction

an evolving process in which the learner takes increasing responsibility for their professional development as skills, knowledge and self awareness increase

setting challenging and personal goals

identifying goals that build on what learners know and can do already, but could not yet achieve alone, whilst attending to both school and individual priorities

understanding why different approaches work

developing understanding of the theory that underpins new practice so it can be interpreted and adapted for different contexts

acknowledging the benefits to the mentors and coaches

recognising and making use of the professional learning that mentors and coaches gain from the opportunity to mentor or coach

experimenting and observing

creating a learning environment that supports risk-taking and innovation and encourages professional learners to seek out direct evidence from practice

using resources effectively

making and using time and other resources creatively to protect and sustain learning, action and reflection on a day to day basis

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Core concepts

	Mentoring **is a structured, sustained process for supporting professional learners through significant career transitions.**	Specialist Coaching **is a structured, sustained process for enabling the development of a specific aspect of a professional learner's practice.**	Collaborative (Co-) Coaching **is a structured, sustained process between two or more professional learners to enable them to embed new knowledge and skills from specialist sources in day-to-day practice.**
WHY?	**Mentoring for Induction** is used to support professional learners on joining a new school. For Newly Qualified Teachers this will also include induction into the profession as a whole. **Mentoring for Progression** is used to support professional learners to respond to the demands of the new role, to understand the responsibilities it brings and the values it implies. **Mentoring for Challenge** is used to enable professional learners to address significant issues that may inhibit progress.	**Specialist coaching is used** by schools and teachers to: • review and refine established practice • develop and extend teaching and learning repertoire • introduce and experiment with alternative teaching and learning strategies • support the development, across a department or a school, of a culture of openness e.g. mutual support for and critique of professional practice.	**Co-coaching is used** by schools and teachers to support and sustain voluntary, structured partnerships in which each participant relates specialist inputs to day-to-day practice. It supports the development, across a department or a school, of a culture of openness e.g. mutual support for and critique of professional practice. It also provides a good preparation for more specialist coaching skills and roles.
WHO?	**Mentors** are experienced colleagues with knowledge of the requirements of the role. They broker access to a range of increasingly self-directed learning opportunities to support the development of the whole person. Mentors are selected on the basis of appropriate knowledge of the needs and working context of the professional learner. A professional learner is someone tackling a new or particularly challenging stage in her/his professional development who seeks out or is directed towards mentoring.	**Specialist coaches** are fellow professionals with knowledge and expertise relevant to the goals of the professional learner. They enable professional learners to take control of their own learning through non-judgemental questioning and support. The coach might be from the same institution or from elsewhere (e.g. a university). Coaches are usually chosen by professional learners themselves. A professional learner is someone tackling a specific teaching and learning or leadership challenge who seeks out or is offered coaching.	**Co-coaches** are professional learners committed to reciprocal learning and to providing non-judgemental support to each other based on evidence from their own practice. Co-coaches seek out specialist input to inform their coaching. This may be provided by a third party e.g. via a course, consultant, demonstration session or text based resources. Co-coaches each take the role of coach and professional learner, usually alternately. Co-coaching partners are mostly self selecting.
WHAT?	**Mentoring** involves activities which promote and enhance effective transitions between professional roles, including: 1. identifying learning goals and supporting progression 2. developing increasing learners' control over their learning 3. active listening 4. modelling, observing, articulating and discussing practice to raise awareness 5. shared learning experiences e.g. via observation or video 6. providing guidance, feedback and, when necessary, direction 7. review and action planning 8. assessing, appraising and accrediting practice 9. brokering a range of support	**Specialist coaching** involves activities which promote and enhance the development of a specific aspect of teaching and learning or leadership practice, including: 1. support to clarify learning goals 2. reinforcing learners' control over their learning 3. active listening 4. modelling, observing, articulating and discussing practice to raise awareness 5. shared learning experiences e.g. via observation or video 6. shared planning of learning and teaching or leadership, supported by questioning 7. supported review and action planning 8. reflection on and debriefing of shared experiences	**Co-coaching** involves activities which promote and enhance reflective practice including: 1. developing mutual understanding of specific goals 2. sustaining learners' control over their learning 3. active listening 4. observing, articulating and discussing practice to raise awareness 5. shared learning experiences e.g. via observation or video 6. shared planning of learning and teaching or leadership, supported by reciprocal questioning 7. reciprocal action planning 8. shared analysis of learning experiences, evidence, research or alternative examples of practice
WHERE?	**Mentoring usually takes place** in the professional learner's school, in the work place and in quiet spaces that allow confidential reflection. For teachers, especially trainee teachers, it also takes place in other people's classrooms to enable observation for learning.	**Specialist coaching usually takes place** in the professional learner's own work place - and in quiet spaces that allow confidential reflection - in order to facilitate observation of and reflection about her/his own practice and experiments with new approaches.	**Co-coaching takes place** in the professional learners' work place and in quiet spaces that allow confidential reflection. This will usually involve co-coaches observing each other's work and reflecting upon their own and their co-coach's activities.
WHEN?	**Mentoring is useful** to a practitioner, at the beginning of her/his career, at times of significant career change or in response to specific, significant challenges.	**Specialist coaching is useful** to a practitioner, at any stage in her/his career, in developing a deeper and more sophisticated understanding of existing and new approaches.	**Co-coaching is useful** to a practitioner, at any stage in her/his career, following specialist inputs and whenever professional learners are seeking to review and enhance practice.

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Skills for mentoring and coaching - mentors and coaches learn to:

Mentors

1. **relate sensitively to learners** and work through agreed processes to build trust and confidence
2. **model expertise** in practice or through conversation
3. **relate guidance to evidence** from practice and research
4. **broker access to a range of opportunities** to address the different goals of the professional learner
5. **observe, analyse and reflect** upon professional practice and make this explicit
6. **provide information and feedback** that enables learning from mistakes and success
7. **build a learner's control** over their professional learning
8. **use open questions** to raise awareness, explore beliefs, develop plans, understand consequences and explore and commit to solutions
9. **listen actively**:
   - accommodating and valuing silence
   - concentrating on what's actually being said
   - using affirming body language to signal attention
   - replaying what's been said using some of the same words to reinforce, value and reframe thinking
10. **relate practice to assessment** and accreditation frameworks

Specialist coaches

1. **relate sensitively to learners** and work through agreed processes to build trust and confidence
2. **model expertise** in practice or through conversation
3. **facilitate access to research** and evidence to support the development of pedagogic practice
4. **tailor activities in partnership** with the professional learner
5. **observe, analyse and reflect** upon the professional learner's practice and make this explicit
6. **provide information** that enables learning from mistakes and success
7. **facilitate growing independence** in professional learning from the outset
8. **use open questions** to raise awareness, explore beliefs, encourage professional learners to arrive at their own plans, understand consequences and develop solutions
9. **listen actively:**
   - accommodating and valuing silence
   - concentrating on what's actually being said
   - using affirming body language to signal attention
   - replaying what's been said using the same words to reinforce, value and develop thinking
10. **establish buffer zones** between coaching and other formal relationships

Co-coaches

1. **relate sensitively to learners** and work through agreed processes to build trust and confidence
2. **draw on specialist resources** to inform learning
3. **draw on evidence** from research and practice to shape development
4. **understand the goals** of the co-coach
5. **observe, analyse and reflect** upon each other's practice, make this explicit and interpret it collaboratively
6. **provide information** that enables learning from mistakes and success
7. **learn reciprocally** with commitment and integrity
8. **use open questions** to raise awareness, reveal beliefs and enable professional learners to reflect upon them
9. **listen actively:**
   - accommodating and valuing silence
   - concentrating on what's actually being said
   - using attentive body language to signal attention
   - replaying what's been said using some of the same words to check meaning and/or value thinking
10. **set aside existing relationships** based on experience, hierarchy, power or friendship

Professional learners develop their ability to:

- **respond proactively to modelled expertise** to acquire and adapt new knowledge
- **respond positively to questions** and suggestions from the mentor
- **take an increasingly active role** in constructing their own learning programme
- **observe, analyse and reflect** upon their own and the mentor's practice and make this explicit
- **think and act honestly** on their developing skills and understanding

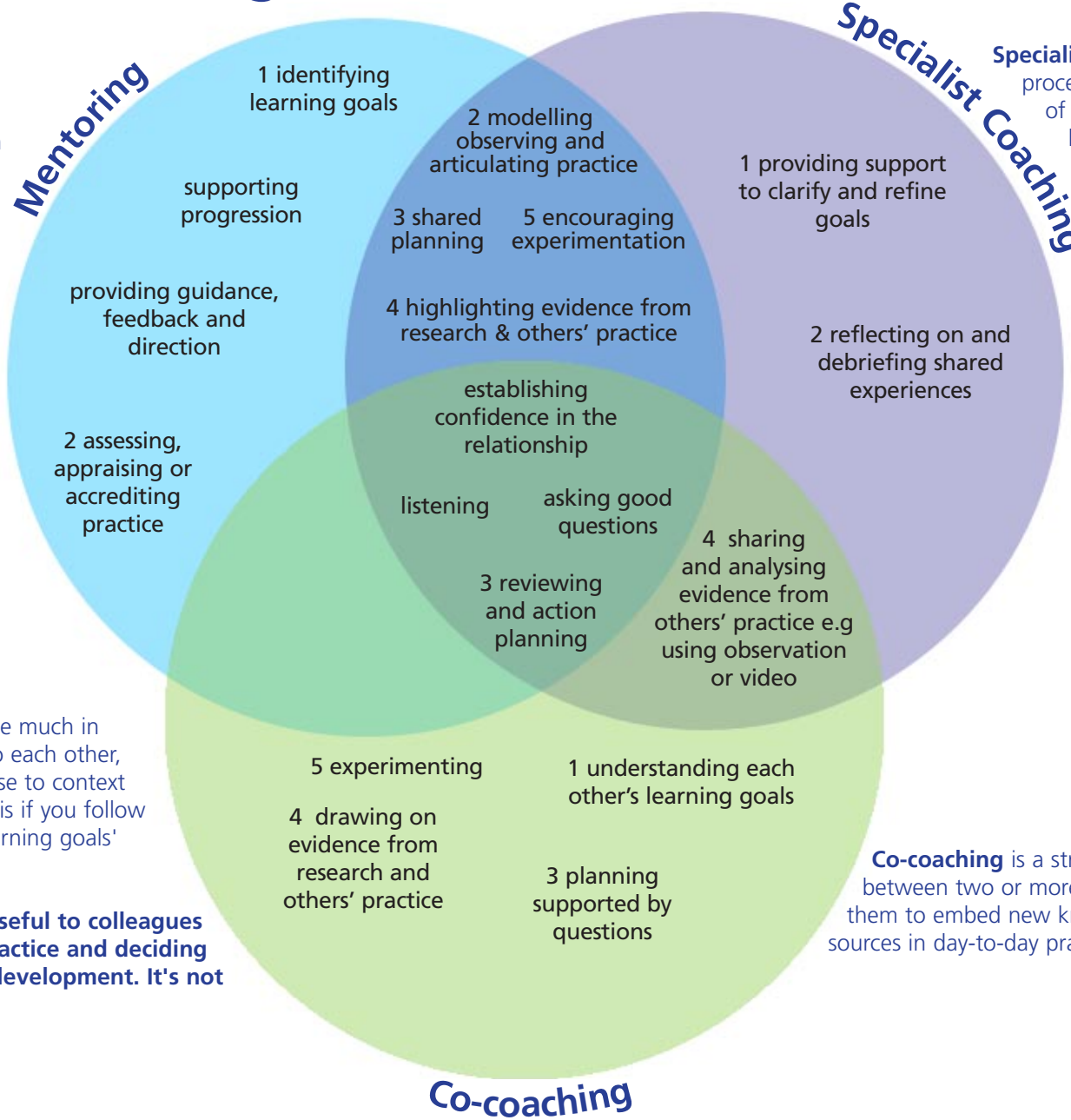
- **respond proactively to specialist expertise** to acquire and adapt new knowledge
- **discuss practice and core concepts** professionally with the coach
- **understand their own learning needs** and goals and develop strategies that respond to these through dialogue with their specialist coach
- **observe, analyse and reflect** upon their own and the coach's practice and make this explicit
- **think and act honestly** on their developing skills and understanding

- **seek out specialist expertise** and respond proactively to it to acquire and adapt new knowledge
- **discuss practice and core concepts** in professional dialogue with the co-coach
- **understand their own learning needs** and goals and develop strategies that respond to these through dialogue with their co-coach
- **observe, analyse and reflect** upon their own and the coach's practice and make this explicit
- **think and act honestly** on their developing skills and understanding

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Mentoring & Coaching: a comparison

Mentoring is a structured process for supporting professional learners through significant career transitions.



Specialist coaching is a structured process for enabling the development of a specific aspect of a professional learner's practice.

Mentoring and Coaching have much in common; activities shade into each other, changing emphasis in response to context and purpose. You can see this if you follow a theme like No.1 'setting learning goals' around the circles.

This diagram has proved useful to colleagues in reflecting on existing practice and deciding on a direction for further development. It's not prescriptive.

Co-coaching is a structured, sustained process between two or more professional learners to enable them to embed new knowledge and skills from specialist sources in day-to-day practice.

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