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Accredited Coaching and Mentoring Programme

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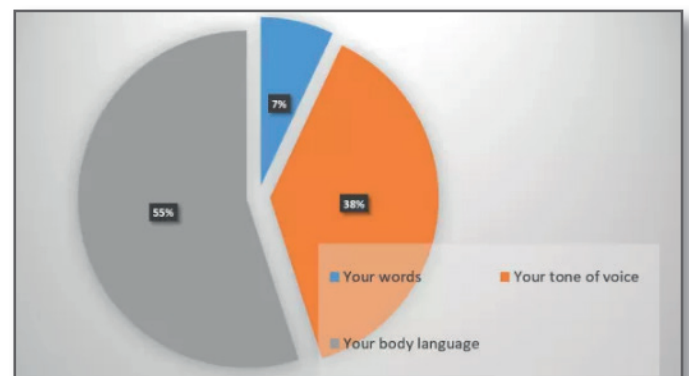
Addressing Enabling Objective 1 from the National Mission (Developing a highly effective workforce), a steering group, with representation from experienced school mentors, CSC and university tutors, has developed a bilingual professional learning programme to develop the skills of ITE/NQT coaches and mentors. The programme was constructed at Level 7 so that delegates will have the opportunity to develop their coaching work further, at Masters Level, if they wish, and be accredited by UWTSD.

The aim of the programme is to focus on these discrete coaching and mentoring skills, while recognising that universities and schools will still want to provide their own discrete institutional training.

The resulting two day programme is based on evidence and research of what constitutes effective coaching and mentoring in the context of ITE and NQT support and was piloted in March 2018 by a cohort of experienced school mentors across three consortia.

Practical Activities enabled delegates to establish a trusting environment, to understand key terms (including the differences between coaching and mentoring), to practice using theoretical coaching models and to actually experience coaching and being coached against the new teaching standards.

What does the coachee remember most?



Delegates were surprised to discover that tone, expression and unconscious signals made a more lasting impression on coachees than words said.

Professional Teaching Standards were used as a guide for planning coaching and mentoring approaches for ITE students and newly qualified teachers. Delegates' evaluations highlighted this activity as particularly helpful in enabling them to see the subtle gradations between descriptors leading to QTS compared to Induction. They were able to see how the requirement to exemplify the new Teaching Standards offered an immediate way-in to a potential coaching conversation for ITE/NQT mentors.

Coaching Models were also discussed and applied in a range of scenarios – delegates agreed that

some models suited certain coaching situations more than others and were pleased to have opportunities to use a theoretical model to add structure to a coaching conversation. Models used in the initial pilot were:



Initial evaluative activities included a pre-pilot audit completed by delegates on their confidence and skillset in coaching and mentoring as well as a detailed evaluation at the end of the two days.

Overall comments on the programme as a whole

- » The programme addresses essential aspects of coaching/mentoring
- » There was space for personal reflection and application of skills

- » Effective and relevant theory gave weight to the practical activities
- » It was a great opportunity to listen to other coaches/mentors
- » The climate of trust was perfect
- » The presenters offered a well balanced, expert dynamic
- » This was a great CPD opportunity
- » The programme was very thorough and engaging
- » It needed to be two days – one day would have been 'squeezed'
- » Can't wait to practise what I have learned
- » I cannot remember when I have enjoyed an external course as much
- » Flexible, engaging, the programme has hugely boosted my confidence

Looking forward, the delegates on the original pilot will become the potential facilitators of further pilot phases and will be giving evaluative presentations about how they used the programme to help them plan and conduct coaching and mentoring experiences.

Having considered all evaluative feedback, the steering group will make a presentation to Welsh Government in July 2018 regarding the possibility of creating a National Coaching and Mentoring Model.