

Principles of mentoring and coaching

The Welsh Government 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 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 specialist inputs 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 control over their professional development as skills, knowledge and self awareness increase;

setting challenging and personal goals identifying goals rooted in aspirations for pupils that build on what they know and can do already whilst attending to school and individual priorities;

understanding why different approaches work developing understanding of the rationale for new approaches so practice and theory can be developed side by side and adapted for different contexts;

acknowledging the benefits to the mentors and coaches acknowledging the professional learning that mentors and coaches gain from the opportunity to mentor or coach and using them to model professional learning;

experimenting and observing creating a learning environment that supports risk-taking and innovation and encourages professional learners to seek out and analyse 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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Mentoring	Specialist Coaching	Collaborative (Co-) Coaching
<p>Mentoring is a structured, sustained process for supporting professional learners through significant career transitions.</p>	<p>Specialist coaching is a structured, sustained process for enabling the development of a specific aspect of a professional learner's practice.</p>	<p>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.</p>
<p>Why?</p>		
<p>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.</p> <p>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.</p> <p>Mentoring for Challenge is used to enable professional learners to address significant issues that may inhibit progress.</p>	<p>Specialist coaching is used by schools and teachers to:</p> <ul style="list-style-type: none"> • 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. 	<p>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.</p> <p>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.</p>
<p>Who?</p>		
<p>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.</p> <p>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.</p>	<p>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.</p> <p>A professional learner is someone tackling a specific teaching and learning or leadership challenge who seeks out or is offered coaching.</p>	<p>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, text based resources.</p> <p>Co coaches each take the role of coach and professional learner, usually alternately. Co coaching partners are mostly self selecting.</p>

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What?		
<p>Mentoring involves activities which promote and enhance effective transitions between professional roles, including:</p> <ol style="list-style-type: none"> 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. 	<p>Specialist coaching involves activities which promote and enhance the development of a specific aspect of teaching and learning or leadership practice, including:</p> <ol style="list-style-type: none"> 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. 	<p>Co-coaching involves activities which promote and enhance reflective practice including:</p> <ol style="list-style-type: none"> 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?		
<p>Mentoring usually takes place in the professional learner's school, in the workplace 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.</p>	<p>Specialist coaching usually takes place in the professional learner's own workplace – and in quiet spaces that allow confidential reflection – in order to facilitate observation of and reflection about their own practice and their experiments with new approaches.</p>	<p>Co-coaching takes place in the professional learners' workplace 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.</p>
When?		
<p>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.</p>	<p>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.</p>	<p>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.</p>

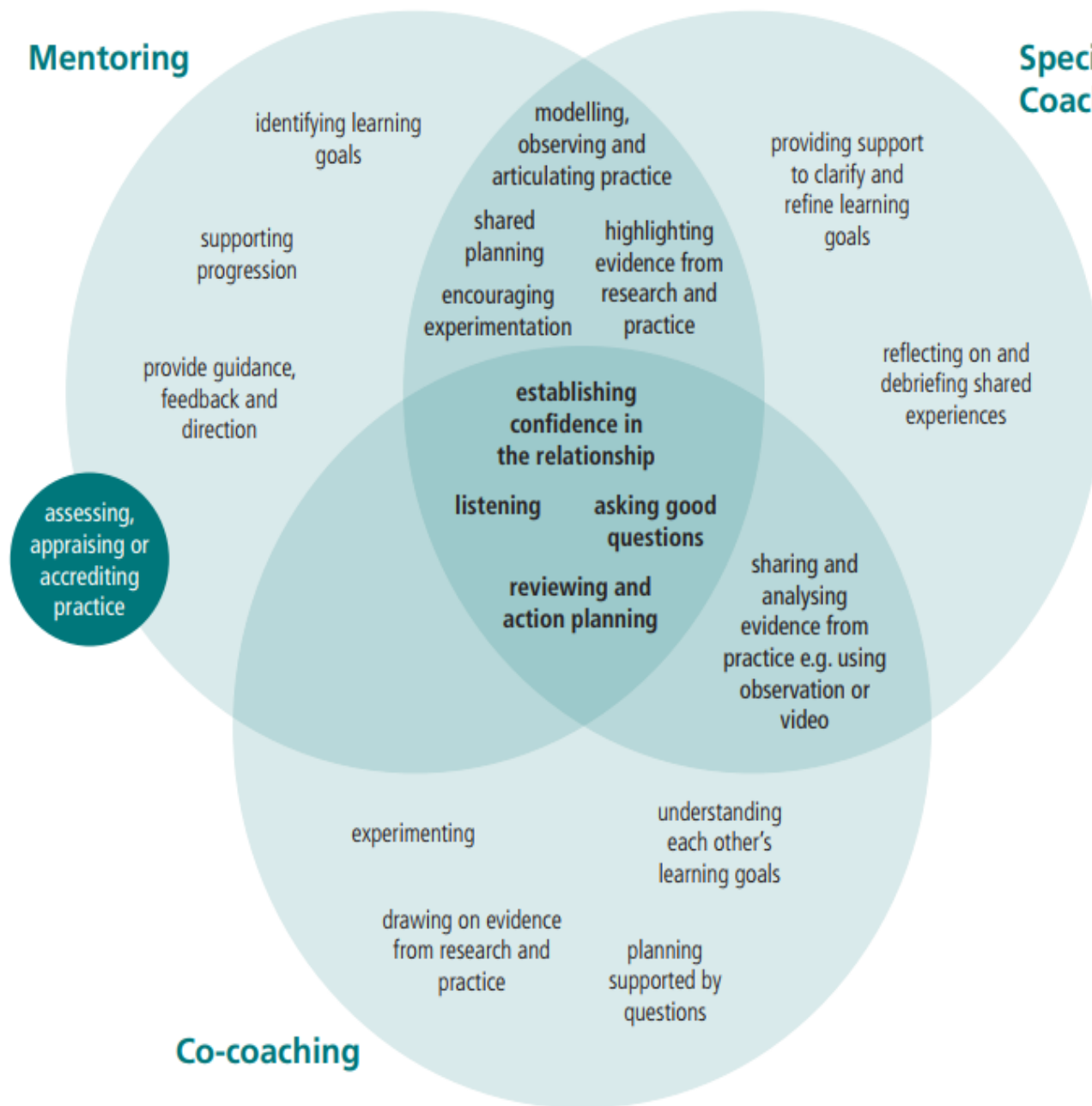
Mentors	Specialist Coaches	Co-Coaches
Skills for mentoring and coaching – mentors and coaches learn to:		
<ol style="list-style-type: none"> 1. relate sensitively to learners and work through agreed processes to build trust 2. model expertise in practice or through conversation 3. relate guidance to evidence from practice and research 4. broker a range of support 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, raise awareness, develop plans, understand consequences and explore and commit to solutions 9. listen actively and with self awareness: <ul style="list-style-type: none"> • 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 reframe thinking 10. relate practice to assessment, accreditation frameworks and evidence. 	<ol style="list-style-type: none"> 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 a 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 learners to arrive at their own plans, understand consequences and develop solutions 9. listen actively and with self awareness: <ul style="list-style-type: none"> • 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 and value thinking 10. establish buffer zones between coaching and other formal relationships. 	<ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> • accommodating and valuing silence • concentrating on what's actually being said • using attentive body language to signal attention • replaying narrative using professional learner's own words to check meaning and/or value their thinking 10. set aside existing relationships based on experience, hierarchy, power or friendship.

Mentors	Specialist Coaches	Co-Coaches
Professional learners develop their ability to:		
<ul style="list-style-type: none"> • respond proactively to modelled expertise to acquire and adapt new knowledge • ask and 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. 	<ul style="list-style-type: none"> • ask and respond proactively to specialist expertise to acquire and adapt new knowledge • discuss practice and core concepts professionally with the coach asking and answering probing questions • 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. 	<ul style="list-style-type: none"> • seek out specialist expertise and respond proactively to it to acquire and adapt new knowledge • discuss practice and core concepts professionally dialogue asking and answering probing questions • understand their own learning needs and goals and develop strategies that respond to these through dialogue with their peer coach • observe, analyse and reflect upon their own and the coach's practice and make this explicit.

Mentoring

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

A mentor is a **respected colleague**. Mentors are experienced colleagues with knowledge of formal requirements who broker access to a range of increasingly self-directed learning opportunities in support of the development of the whole person over time.



Specialist Coaching

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

Specialist coaches are fellow professionals with knowledge and expertise relevant to the goals of the professional learners. They enable professional learners to take control of their own learning through non-judgemental questioning and support.

Co-coaching

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.

Co-coaches are professional learners who are committed to reciprocal learning and to providing non judgemental support for each other's learning based on evidence from their own practice.