

Mentor Leadership Programme 2nd July 2019
Facilitated Discussion
Facilitator Notes
10.40-11.15am

Please use this information as a guide when working with your group. Feel free to adapt or amend or go with the flow. Resources, cards, sheets, paper and pens will be in a pack for you to collect in the morning in DG foyer.

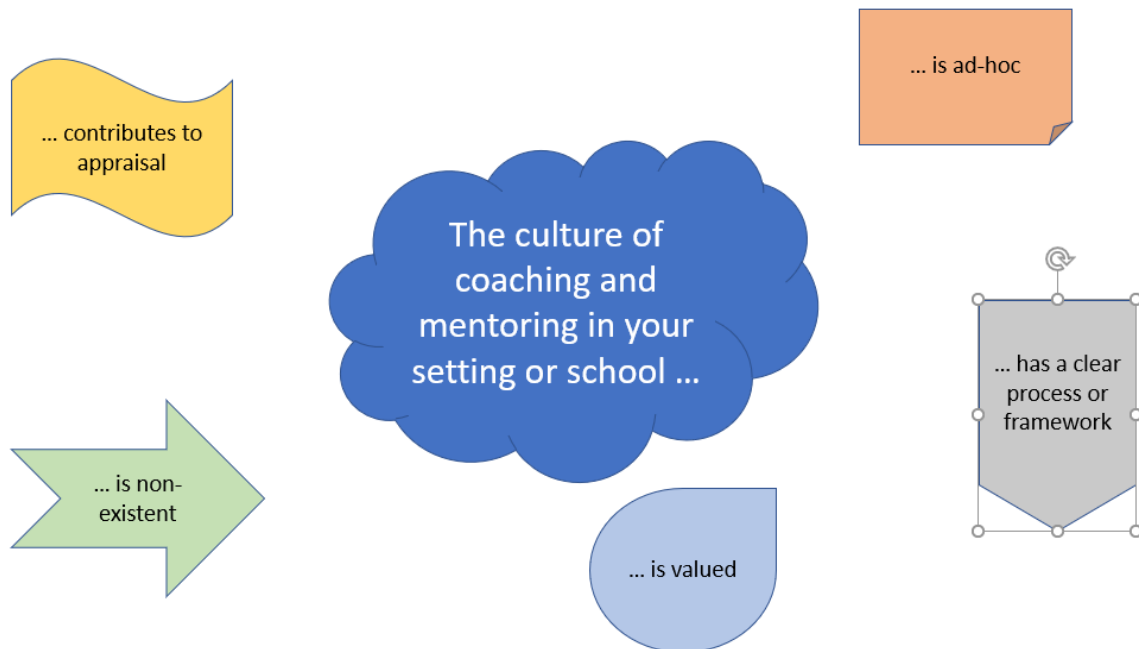
Task 1: Defining coaching and mentoring (10 minutes)

The aim of this programme is to develop an awareness and understanding of the nature of coaching and mentoring. There are many definitions of each, none that are universally agreed so it is important to consider your own context when engaging with such. Working in pairs, have a read through the definitions on these cards and use one to explain to each other how your understanding of coaching and mentoring is formed. Alternatively, you may want to write your own definition!

<p>THE OVERALL PURPOSE OF COACHING IS TO PROVIDE HELP AND SUPPORT FOR PEOPLE IN AN INCREASINGLY COMPETITIVE AND PRESSURISED WORLD IN ORDER TO HELP THEM:</p> <ul style="list-style-type: none">• DEVELOP THEIR SKILLS• IMPROVE PERFORMANCE• MAXIMISE POTENTIAL	<p>Coaching and mentoring are learning relationships which help people to take charge of their own development, to release their potential and to achieve results which they value.</p>
<p>Coaching is a collaborative, solution-focused, results-oriented and systematic process in which the coach facilitates the enhancement of work performance, life experience, self-directed learning and personal growth of the <u>coachee</u>.</p>	<p>Mentoring is off-line help from one person to another in making significant transitions in knowledge, work or thinking.</p>
<p>MENTORING IS AN ESSENTIAL AID TO STAFF DEVELOPMENT WHICH CALLS FOR A PERSPECTIVE THAT LOOKS FOR FUTURE POSSIBILITIES.</p>	<p>Mentoring revolves more around the development of the mentee in a professional way whereas coaching is about a specific development area or issue.</p>

Task 2: The culture of coaching and mentoring in your setting or school (10 minutes)

What does coaching and mentoring look like in your setting or school? Using the chart below, describe how it operates and what you perceive are the key issues.



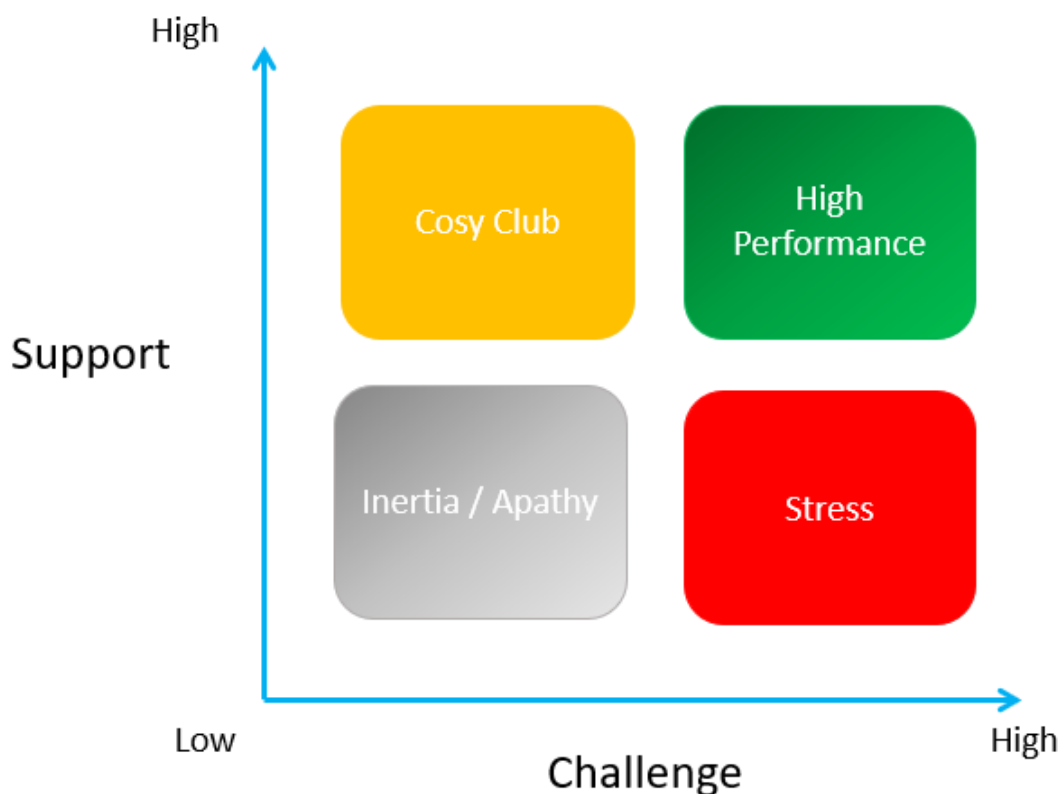
Task 3: How do you approach your role as a mentor? (10 minutes)

With the right balance of support and challenge, a mentor can enable a mentee to thrive.

- **Support** refers to interventions that -affirm the value of the mentee (building trust, rapport, respect) or those that reduce uncertainty and anxiety (encouragement, focusing on strengths, empathy).
- **Challenge** refers to interventions that compel the individual to confront current reality (accountability, limiting beliefs, feedback) and to meet changing expectations (goal-setting, alignment of values)

As a mentor, you may have a preferred style and/or default position. Using the model below, can you identify this and give an example from your mentoring experience?

Support and Challenge Matrix



Source: [Blakey, J. & Day, I. \(2012\). Challenging Coaching. London: Nicholas Brealey, p. 19](#)

Audit of skills (to complete during or after today)

Take away this audit (adapted from the current National Standards for Mentors) and use it to identify strengths, challenges and areas to develop during the programme.

Personal Qualities	Strength	To develop
be approachable, make time for the mentee, and prioritise meetings and discussions with them		
use a range of effective interpersonal skills to respond to the needs of the mentee		
offer support with integrity, honesty and respect		
use appropriate challenge to encourage the mentee to reflect on their practice		
support the improvement of a mentee's practice by modelling exemplary practice in identified areas		
Teaching/Management	Strength	To develop
support the mentee in forming good relationships with learners, and in developing effective behaviour and classroom management strategies		
support the mentee in developing effective approaches to planning, teaching and assessment		
support the mentee with marking and assessment of learner's work		
give constructive, clear and timely feedback on lesson observations		
broker opportunities to observe best practice		
support the mentee in accessing expert subject and pedagogical knowledge		

resolve in-school issues on the mentee's behalf as required		
enable and encourage the mentee to evaluate and improve their teaching		
enable the mentee to access, utilise and interpret robust educational research to inform their teaching		
Professionalism	Strength	To develop
encourage the mentee to participate in the life of the school and understand its role within the wider community		
support the mentee in developing the highest standards of professional and personal conduct		
support the mentee in promoting equality and diversity		
ensure the mentee understands and complies with relevant legislation, including that related to the safeguarding of learners		
support the mentee to develop skills to manage time effectively		
Self Development	Strength	To develop
ensure consistency by working with other mentors and leaders to moderate judgements		
continue to develop own mentoring practice and subject and pedagogical expertise by accessing appropriate professional development and engaging with robust research		

Adapted from: *National Standards for school-based initial teacher training mentors* (July 2016). Available at: <https://www.gov.uk/government/publications/initial-teacher-training-government-response-to-carter-review>