

**Skills of the Coach and Mentor**

	<b>Mentor</b>	<b>Coach</b>
<b>What?</b>  ..... is mentoring, what is coaching?		
<b>Who?</b>  ..... are the practitioners who participate?		
<b>Why?</b>  ..... what is the purpose?		
<b>When?</b>  ..... are coaching and mentoring useful?		
<b>Where?</b>  ..... do these types of CPD take place?		

## What is Coaching?

How do you respond to the five statements below?

Do you:

- 1 Strongly agree
- 2 Broadly agree
- 3 Broadly disagree
- 4 Strongly disagree

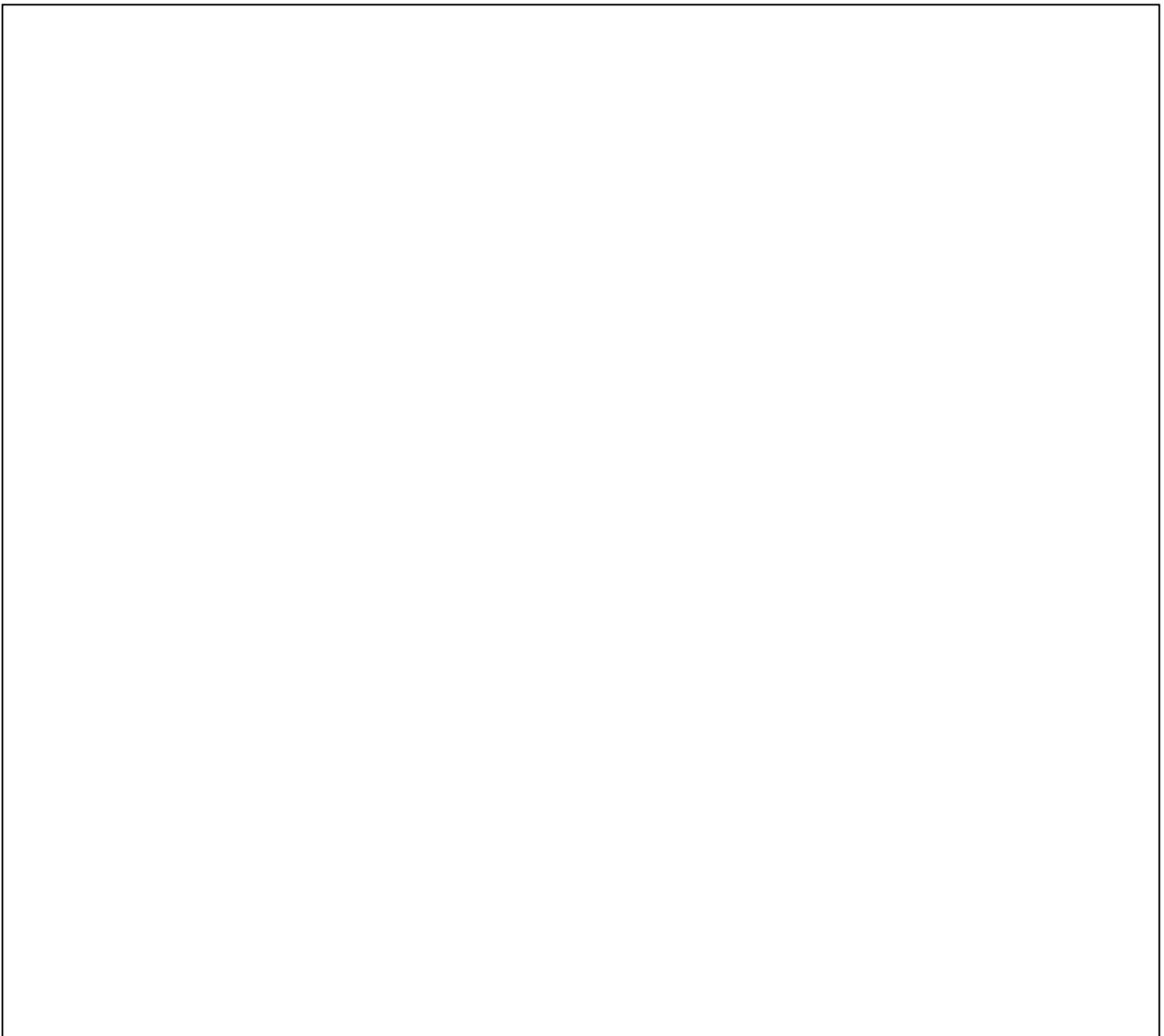
STATEMENT	1	2	3	4
Coaching is a non-judgemental process				
Coaching does NOT involve 'experts' passing on tips and advice				
Feedback is NOT coaching				
Coaches are chosen – never appointed				
Anyone can be coached – provided they are willing				

	<b>Mentoring</b>	<b>Coaching</b>	<b>Peer Coaching</b>
<b>What</b>	<p><b>Mentoring</b> is a partnership in which one colleague supports the professional learning of another during a period of significant career and/or professional change.</p> <p>Activities include:</p> <ul style="list-style-type: none"> <li>▪ Identifying learning and goals and supporting progression</li> <li>▪ Listening</li> <li>▪ Demonstrating, observing and articulating emerging practice.</li> <li>▪ Providing guidance and feedback.</li> <li>▪ Assessing, appraising and accrediting emerging practice.</li> </ul>	<p><b>Coaching</b> is a partnership in which one colleague supports the professional learning of another to develop a specific aspect of classroom or leadership practice. Activities include:</p> <ul style="list-style-type: none"> <li>▪ Listening</li> <li>▪ Supporting to clarify learning goals.</li> <li>▪ Planning supported by questioning.</li> <li>▪ Shared learning experiences, eg via observation or video recordings.</li> <li>▪ Reflection and debriefing of shared experiences.</li> <li>▪ Supported review and action planning.</li> </ul>	<p><b>Peer Coaching</b> is a structured partnership between colleagues committed to reciprocal learning and mutual vulnerability in addressing their professional learning goals. A third party provides specialist expertise in the specific classroom or leadership challenge and in the process of coaching. Activities include:</p> <ul style="list-style-type: none"> <li>▪ Listening</li> <li>▪ Developing mutual understanding of specific goals.</li> <li>▪ Planning supported by reciprocal questioning.</li> <li>▪ Shared learning experiences, eg via observation or video recordings.</li> <li>▪ Shared analysis of learning experiences, evidence research or alternative examples of practice.</li> <li>▪ Collaborative interpretation of the implications of shared experience to promote reflection.</li> <li>▪ Review and action planning.</li> </ul>
<b>Who</b>	<p><b>A mentor</b> is a trusted, more experienced or senior colleague who secures a programme of help and guidance to meet learning goals identified with and for a colleague who is making a significant career or professional change.</p>	<p><b>A coach</b> is a colleague who is expert either in a specific classroom practice, in leadership or in the process of coaching and who facilitates active and largely self-directed learning of a colleague who is seeking to enhance established practice.</p> <p><b>A professional learner</b> (coachee) is a colleague tackling a specific classroom or leadership challenge who seeks out or is offered coaching.</p>	
<b>Purpose</b>	<p><b>Mentoring for Induction</b> is practical assistance offered to a professional learner on joining a new school by a mentor or mentors knowledgeable about the culture and day-to-day running of the organisation.</p> <p><b>Mentoring for Progression</b> is support offered to a professional learner developing their understanding of the rights, responsibilities and values of their new role at the same time as developing their emerging classroom or leadership practice.</p> <p><b>Mentoring for Challenge</b> is support offered to a professional learner that enables them to address significant issues that are hampering their own or their pupil's progress.</p>	<p><b>Coaching</b> is support offered to a professional learner who owns the responsibility for their learning and wishes to review and refine established practice in the light of their interest and concern about their students' learning, their school's development priorities and/or the introduction of alternative possibilities for teaching and learning.</p>	
<b>Where</b>	<p><b>Mentoring</b> usually takes place in the professional learner's school – in the location where the work takes 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</p>	<p><b>Coaching</b> usually takes place in the professional learner's own classroom in order to facilitate observation of their own practice.</p>	
<b>When</b>	<p><b>Mentoring</b> can be helpful for a practitioner at the beginning of their career, at times of significant career change or in response to specific challenges.</p>	<p><b>Coaching</b> can be helpful for an established practitioner at any stage in their career.</p>	

## LISTENING REFLECTION EXERCISE

- How good a listener are you?
- How would your friends/family respond to that question?
- How would your work colleagues respond to that question?
- When do you listen best?
- Are there any times when you do not listen properly?
- When are these times?
- What is preventing you from listening?
- What three things could you do to improve your listening skills?

(Being aware of when you DON'T listen properly is a key step in improving listening)

A large, empty rectangular box with a thin black border, intended for the user to write their reflections on the listening exercise questions.

## **BASIC SKILLS**

### **ACTIVE LISTENING**

Giving your FULL attention to the coachee. Listening carefully to ALL the signals. Sounds, intonations, speed of language. The message – what you are hearing. Body language – both the coach and the coachee. Breathing. Silence. Pauses.

### **REFLECTING**

Reflecting the content of the words and phrases to show continuing attention, to invite clarification or more detail, to regulate pace, to check intentions.

### **PARAPHRASING**

Summarising in a slightly different way what the coachee is saying, offering expansion and clarification of feeling. Focussing on the meaning of what is being said. Builds trust, clarifies and test meaning, communicates respect.

### **SUMMARISING**

Towards the end or at a suitable point, gather the key points of what is being said and identifying specific thoughts and patterns. Reinforces understanding that you see the issue from the perspective of the coachee.

All these skills used together convey EMPATHY – a deep understanding of what is being said and what is being implied.

# BUILDING A RELATIONSHIP

## THREE FUNDAMENTAL SKILLS

### 1 RESPECT

Positive attention	)	Behaviour that conveys to
Active listening	)	others that they are worthwhile
Giving your time	)	unique, valuable
Checking out assumptions		
Not interrupting		

### 2 EMPATHY

Reflecting back feelings	)	Shows understanding that
you are picking up;	)	'you see it their way'
Sharing related experiences		
of your own		
Behavioural mirroring		

### 3 GENUINENESS

Responding naturally;	)	Conveys to others you are
Sharing feeling appropriately;	)	real, trustworthy, not hiding
Verbal behaviour consistent	)	behind roles or facades
with non-verbal;		
Not being defensive;		
Not pretending to be		
someone or something you are not		

## Practising working in Triads

Adapted from A Stanco, King Alfred's College, Winchester, Counselling Training

This method of working involves three people taking on the roles of coach, coachee and observer in turn. It is important that all three respect the trust of the triad and keep the confidentiality ground rule.

The following is a guideline for you when you assume the various roles.

- COACHEE:** Choose a topic to explore which is manageable and appropriate to work within the time frame (though this isn't always easy to gauge). At the end of the time you will need to let your concerns go in order to give feedback to your peer.
- COACH:** You need to accept the artificiality of the situation in order to make the most of the opportunity for practice. You need to be open to feedback and be prepared as a peer to look at your style of working.
- OBSERVER:** You need to give feedback directly to the coach, avoiding being drawn into discussion about the material discussed. Try to be specific and concentrate on the skills used.

Coachee and coach should give each other feedback about the process and then the observer should feedback to the coach. Give positive feedback first.

**OBSERVERS ROLE – What to look and listen for:**

It may be useful to jot down one or two key words but try not to write continually as you will then not be able to focus specifically on what is going on. The following are important main areas of focus but there may be other things you notice:

- **Listening** – Is the coach able to use listening skills effectively? Can they hold a silence when necessary? Do they interrupt or interject with their own ideas?
- **Attending** – Notice the body language. What is helpful? What is getting in the way?
- **Questioning** – Identify the helpful and unhelpful ones. Are they open, neutral questions? Do they encourage the coachee to explore the issues?
- **Clarifying and reflecting back** – Is the coach using these skills to take the discussion forward? How accurate are the reflections? Is the language appropriate? What effect did they have on the coachee? Hold some examples to feedback.
- **Empathy** – What degree of empathy was show/experienced?
- **Overall** – What specifically helped and how? What might have been overlooked or avoided? What might have been done differently?

## LISTEN

When I ask you to listen to me  
and you start giving advice  
you have not done what I asked.

When I ask you to listen to me  
and you begin to tell me  
why I shouldn't feel that way,  
you are trampling on my feelings.

When I ask you to listen to me  
and you feel you have to do something  
to solve my problems, you have failed me  
strange as that may seem.

Listen. All I asked was that you listen,  
not talk or do – just hear me.

Advice is cheap: 10 cents will get you both  
Dear Abbey and Billy Graham in the same newspaper  
and I can do that for myself: I'm not helpless:  
maybe discouraged and faltering. But not helpless.

When you do something for me  
that I can and need to do for myself,  
you contribute to my fear and weakness.

But when you accept as a simple fact  
that I do feel, no matter how irrational,  
then I can quit trying to convince you,  
and get on with the business of understanding  
what's behind this irrational feeling.

And when that's clear, the answers are obvious  
and I don't need advice.

Irrational feelings make sense  
when we understand what's behind them.

So please listen and just hear me.

And if you want to talk –  
wait a minute for your turn  
and I'll listen to you.

American anon

## How would you respond to the following?

- I could never do that
- You couldn't do that with those kids
- The class are too badly behaved for that
- The boys never settle
- I've already tried that
- I'd love to but I haven't got time
- My Head of Department wouldn't like that
- They don't like working in groups
- They don't care about History – they never even turn up on time
- There's no point in spending ages preparing something
- Every time I try something different they go all silly
- Why do people keep trying to make me change?
- I'm not that kind of teacher
- They are not ready for that kind of thing

## Coaching – How do I measure up?

<b>Personal reflection tool</b>	<b>Current level of development</b> (4 being the highest)			
<b>Skills and attributes</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<p>I listen deeply when someone is talking in order to gain understanding.</p> <p>I listen more than talk</p> <p>I am skilled at asking the questions that help the coachee reflect on and understand their practice.</p> <p>When observing lessons, I notice what is happening rather than thinking of how I would do it.</p> <p>I challenge people in order to help them improve.</p> <p>I provide reassurance and support for colleagues.</p> <p>I am more interested in the view of the coachee than my own opinion.</p> <p>I am comfortable when conversations are punctuated by periods of silent reflection.</p> <p>I am honest.</p> <p>I am confident that I have the ability to coach teachers within my subject area.</p> <p>I am confident that I have the ability to coach people outside of my subject area or area of expertise.</p> <p>I am comfortable when I do not personally know all the answers.</p>				

## The GROW Model – Sample coaching questions

The GROW Model	Sample Questions
<p><b>G = Goal</b></p> <p>Ask the coachee what they hope to achieve. Allow them to think aloud. Try to clarify exactly what they hope to achieve and how.</p>	<ul style="list-style-type: none"> <li>▪ What are you hoping to achieve?</li> <li>▪ How will we know if you achieve it?</li> <li>▪ Have you chosen an aspect you want to focus on?</li> <li>▪ What made you choose this one?</li> <li>▪ What do you hope you/participants/children and young people will gain from this?</li> </ul>
<p><b>R = Reality</b></p> <p>Here try to listen as much as possible. Avoid any input and hold back any expertise. Allow the coachee to talk you through their thoughts. Use questions to help them reflect on the reality they are discussing.</p>	<ul style="list-style-type: none"> <li>▪ What is it like?</li> <li>▪ How do you know?</li> <li>▪ Why do you think it might be like that?</li> <li>▪ What can we unpick from that?</li> <li>▪ How do they respond?</li> <li>▪ Why do you think that is?</li> <li>▪ What strategies are you using?</li> <li>▪ Have you tried this before?</li> <li>▪ Tell me more about the issues.</li> </ul>
<p><b>O = Options (What could you do?)</b></p> <p>Having talked through the reality help them to look at possible options. Cover a range of options. Invite suggestions from the coachee. Ensure choices are made. The coachee may want to write down ideas as they are discussed. Wait until the coachee has exhausted their suggestions before you jump in.</p>	<ul style="list-style-type: none"> <li>▪ What could you try?</li> <li>▪ What do you think you could do next?</li> <li>▪ How do you think you could ... ?</li> <li>▪ What might be advantages/disadvantages of trying that?</li> <li>▪ How could you structure that?</li> <li>▪ Let's recap: can you talk me through the ideas we've discussed?</li> </ul>
<p><b>W = What will you do?</b></p> <p>Encourage the coachee to commit to the strategies they identify. Record this on the GROW model planning sheet.</p>	<ul style="list-style-type: none"> <li>▪ Which of these ideas do you like the most?</li> <li>▪ Have you thought about exactly how you will do this?</li> <li>▪ Are there any bits you feel uncertain about?</li> <li>▪ Of the ideas we've discussed are there any that you definitely want/don't want to include?</li> <li>▪ What should I be looking out for when I'm observing?</li> </ul>