

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

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

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

a thoughtful relationship

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

understanding why different approaches work

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

a learning agreement

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

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

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

experimenting and observing

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

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