Coaching and mentoring in the Lifelong Learning Sector in England.

A scoping study to inform the future work of LLUK

March 2008

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Contents

Section 1
Introduction and background to the study

<u>Purpose/aims</u>

This study gives a brief overview of the scope and range of coaching and mentoring activities in the lifelong learning sector that are aimed at the professional development of the managers and staff, primarily those in teaching roles.

The study was commissioned to inform LLUK's future planning in relation to the teaching qualification framework and the next phase of the workforce development strategy. It was carried out by Jill Hardman and Susie Knight, from (WMCETT) and Jenny Hankey (Westminster Partnership CETT); Vron Leslie assisted with section 4.

The aims of this study are to ascertain the range and types of:
- Existing coaching and mentoring activities in the CETTS [Eg research, development of qualifications, training programmes and training materials]
- New developments in coaching and mentoring that are planned
- Findings/outcomes from activities to date
- Future and emerging needs in relation to mentoring and coaching to inform national planning.

The timeframe for the study was extremely short and covered the Easter period when many people were on leave. Consequently the examples and materials referred to are drawn from a very small sample. The researchers used what was available to identify some key and emerging issues – many (most?) of these remain the subject of ongoing debate. The findings and the recommendations are extremely partial; they need to be substantiated by further research and a stronger evidence base.

<u>Methodology</u>

A questionnaire was sent out to all involved in the QIA CETT mentoring sub-group (see appendix) on which all eleven CETTS are represented.

The main questions concerned
- The nature and range of mentoring and coaching activities undertaken in the past year and planned for the next phase.
- Interim findings/outputs from coaching and mentoring projects undertaken
- Emerging and future needs in relation to mentoring and coaching in the lifelong learning sector; distance travelled and how LLUK's work in the coming phase can best support developments.

Responses were received from HUDDCETT, Peninsular CETT and EMCETT to which was added the information already known by the researchers from WMCETT, LONCETT and the Westminster Partnership CETT).
Further information was provided by Deirdre Kimbell (QIA)

Telephone interviews were held with
Eunice Wheeler (Peninsular CETT)
Clare Killen (LSN)
Jenny Garrett (CEL)
Gill Irish (Wolverhampton University)

Background

<u>Coaching and mentoring: working with individuals to enhance their professional learning – ITT and CPD</u>

In 2001 the LSC provided free materials and guidelines for FE colleges that had been developed through The *Mentoring towards Excellence* project, commissioned by the FEFC under the standards fund. This aimed to improve the quality of teaching and learning by identifying excellent practice and practitioners, and enabling their experience to be shared using a mentoring model of professional development with new and existing staff. The materials and resources contributed by 29 colleges cover both good practice in teaching and learning and the development of mentoring policies, systems and skills. The mentoring process was based on Parker Palmer's learning conversation approach (Palmer1998)

The resources include examples of role descriptors, policies, protocols and guidelines for mentors and for managers embedding mentoring. A very clear distinction is made between the manager's role and that of the mentor. The mentoring model is specifically non judgemental, for example a best practice protocol for the mentoring team states that they "will not act in an appraisal capacity". Confidentiality and trust are stressed as being central to the effectiveness of the relationship.

<u>ITT pilots</u>
In 2004 the DfES through the Standards Unit, funded pilot centres to develop and evaluate materials and approaches in three key areas of ITT that Ofsted had identified as areas for improvement: mentoring, ILPs and teaching observation. (ACER 2007). Examples of innovative practice developed in mentoring for instance included creating a shared database of available mentors and an associated brokerage mechanism, and the use of online technology like digital video to maintain contact between specialist mentors and trainers and/or trainees where distance is an issue.

A number of colleges and centres that had played a key role in the pilots are now involved in the CETTs. Where funding from the pilots had enabled important groundwork to be done, current work on mentoring has been able to move on further and possibly faster (HUDDCETT interview). This uneven injection of resource has produced different starting points and possibly resulted in an uneven profile of development between the CETTs.

The ITT pilots produced a rich variety of resources and approaches that had been trialled in range of different settings and since their publication on-line they have been a useful starting point for providers. However a recent evaluation of the new teaching qualifications that noted inconsistencies in mentoring provision, considered the materials should be publicised more widely. (Castro 2007)

<u>LLUK</u>
In the light of the variations in trainee support identified here and elsewhere, LLUK recommends clarification of what the minimum levels of support for trainees should be - regardless of their provider; and clearer guidance for employers on how to support them. And given the uneven quality of what is provided, LLUK also highlights the importance of evaluating mentoring provision and the need for more guidance to ensure the quality of the support available. (LLUK 2007)

Particular areas for clarification required to take this work forward include:

- what are the aims of mentoring?
- who should be the mentor?
- how should mentors be trained, supported and rewarded?
- is there a recommended minimum contact time?
- is there any extra funding for mentoring?
- do all of the above vary across the three qualifications and for embedded and standalone versions?

Some of these questions have been addressed by the CETTs. However this study shows that these surveys reveal wide variations in models, practices and approaches and a lack of consensus about the nature of the systems that should be in place.

This study also shows that it is important to distinguish whether, in the discussions that take place, mentoring is being addressed in the context of CPD or ITT. (This is despite the fact that in practice, an organisation may have one system that may be used to accommodate both). This is because the purpose, role and relationship between mentor and mentee may differ radically in each case.

Even in the context of ITT, those consulted in the *Evaluation of the Second Round of the Tests and Trials of the New Initial Teaching Qualifications* had different views about mentoring for trainee teachers.

"When asked about what mentoring meant for them some definitions of mentoring include:

- *"the mentor is usually the tutor", "it is not an additional role" (HEI);*
- *buddy system set-up which pairs up learners at the outset plus one-to-one tutorials (WBL);*
- *generic mentoring is done through tutorials and learners are encouraged to identify a subject-specific mentor at their workplace (FE/HE);*
- *"a mentor is a critical friend, someone the trainee can talk to". The mentoring relationship should be formalised although mentoring itself can be informal. Learners are encouraged to have one generic organisation mentor and one specialist mentor who can be outside the organisation if the learner is the only specialist (WBL);*
- *"a mentor is a role model, a sounding board, someone who's been there before" (stakeholder)".*

(Castro 2007, p41-2)

The above descriptions include a mix of two aspects: one relating to the nature of the mentor's role and the other relating to the nature of their relationship with the mentee. Implicit in these descriptors is also a suggestion that the degree of formality/informality in the arrangements may have a bearing in the role and nature of the relationship.

With regard to what the mentors' responsibilities are, the authors of the evaluation cite the findings of Gravells and Wallace (2007):

- *"to model good classroom practice;*
- *to contribute to the assessment of the student teacher's classroom practice;*
- *to support the student teacher's grasp of subject knowledge in terms of currency, breadth and appropriate structure for presentation to learners;*

- *to assess the student teacher's grasp of subject knowledge in terms of currency, breadth and appropriate structure for presentation to learners ".*

(Castro 2007, p42)

It is interesting to note that 50% of the responsibilities outlined above involve assessment.

As this study shows, there are some fundamental differences between this view of the mentor's role and responsibilities and others that are more commonly held.

The CETTS

Partners seeking to establish CETTs in 2007 had to show how they might work to ensure that *"All trainee teachers have access to appropriate support … in order to improve their specialist teaching skills."* (LLUK 2007)

This criterion arose from the DfES response to weaknesses identified in the 2004 Ofsted survey which had also identified a number of other areas for improvement in the extent, quality and nature of support given to trainees in their workplaces. Ofsted 2004)

It was hoped that the broad range of partnerships that constituted a CETT might be useful for enabling trainee teachers to not only find subject/specialist support beyond the limitations of their own organisations, but also to broaden their range of teaching experience either within or beyond their subjects.

It would appear that activities planned by the majority of CETTs in their first year of operation, (September 2007 – March 2008) were designed to address the former set of needs rather than the latter, although Ofsted (2008) still cites this as a significant area of weakness and comments that:

Teacher trainers and employers did not pay sufficient attention to devising ways of compensating for this narrowness of teaching experience. Partnership working was not used to best effect in remedying deficiencies. (Ofsted 2008, p11)

It is important to note that taken together, the CETTS that were established only partially cover the country's provision,

The majority of CETTs addressed the baseline criteria cited above in their year 1 business plans, with proposals to develop mentoring focussed on effective subject teaching. These plans were put together in the light of each CETT's own 'mission' i.e. the activities were designed to support the specific aims and objectives of each CETT and the needs of its partners.

A wide range of initiatives have been started within in a short period of time, (see table 1). Activities such as training, research, surveys and scoping exercises are common to most CETTs and some also pick up on particular local or specialist areas for development for example mentoring teachers working in prisons. There has been some crossover and duplication in the work, for example in the production of mentor handbooks and support material. And the case for more cross CETT dissemination and sharing is strong. The QIA has convened a mentoring sub-group with representatives from the majority of the CETTS which facilitates cross-CETT reporting.

There is clearly a lot to do!

<u>Funding for coaching and mentoring developments</u>

In October 2007 £30m was allocated to providers by the LSC to help them to support new and qualifying teachers and implement the new ITT and CPD/registration requirements. (LSC 2007)

As no proposals were submitted for this funding, (and no evaluation planned?) It is not clear what coaching and mentoring-focussed activities might now be under way. The funds covered FE, WBL, ACL and LLDD provision and it would be useful to identify how providers in each part of the sector have started to address their presumably wide ranging needs.

Meanwhile, development work on coaching and mentoring in the CETTS was further stimulated by the government's grant of £25k which was distributed by the QIA on receipt of project proposals - this work would have to "add value" to what had already been planned. In particular, though the QIA requested that:
The action plans should be focussed on the delivery of some practical help for the sector in spending their allocations effectively on their portion of the £30m. Some CETTS are considering providing workshops or seminars on good practice others will develop checklists or pointers to good practice in mentoring in ITT and CPD as well as ILP, observation etc… All ideas are welcomed in order to enable the expenditure of £30m effectively and the £25,000 to each CETT too. The money should not be used for research primarily. (QIA email to CETTS 31.10.2007

The use of the £25k in the CETTS is included in the outline of activities in section 3 above, and has not been separately identified in this survey. The amount of funding allocated to the CETTs is relatively small in the scheme of things because the providers within the partnerships had received funding directly. The pattern of distribution was roughly FE £22.5m, WBL&T2G £5.5m and ACL under £.5m. In the FE sector, approximately 1/3rd of the organisations got under £25k and 2/3rds got between £25k and £100k. (LSC 2007).

While individual organisations have planned their own use of the grants received, it is not clear how far these are or have been linked to developments in the wider context of the CETTs. There is one example known to the researchers, where a group of colleges have each committed all of their funds to support a mentoring scheme across a partnership. Staffordshire University is working with the Staffordshire consortium to train, support and accredit mentors working with trainee teachers in these partner colleges.

It is worth noting that in the non-FE sector, fewer than 3% of WBL providers got £25k or more. The basis of allocation was the level of total LSC funding received by each provider, but this did not reflect the serious resourcing issues faced by providers in the non-FE sector and their lack of capacity to support new and qualifying teachers and implement the new teacher qualification and CPD requirements. On the other hand grants to Sixth form colleges were relatively higher, although they mainly recruit staff with QTS and therefore already receive central funding to support mentoring for new teachers.

In the context of tapered funding for CETTs over 3 years the issue of sustainability for projects designed to support the development of coaching and mentoring in the wider sector is clearly an issue. Particularly when there is so much that remains to be

done for example, although most of the recent focus has been on supporting the development of teachers in training, there are other areas requiring serious attention.

Research into the development needs of teacher educators (Harkin 2008) shows that staff come into these positions with highly diverse backgrounds and experience and there is no particular training for the role. They therefore have a very wide range of development needs on entry that coaching and mentoring might partially address.

Those who are experienced in the teacher educators' role require a coherent structure and resources to support their own ongoing CPD. The research shows that these arrangements are currently patchy and extremely ad hoc. What role can or should coaching and mentoring play in this?

As support for teachers in training is gradually being improved, more attention needs to be paid to the CPD needs of qualified staff and the effective use of coaching and mentoring. The experience of initiatives such as the Catalyst project for example, needs to be shared across the sector, so that coaching and mentoring can be embedded in the process of teaching or support staff moving between the different types of organisations or changing their roles. This is therefore an area for further research, as most initiatives in this area appear to have been focussed on management.

Section 2
Coaching and mentoring: the experience of some national initiatives

The experience of a few significant national initiatives involving coaching and mentoring are examined in order to explore the range and uses of coaching and mentoring, key changes, ongoing issues and areas of further development in the lifelong learning sector. The model used in the schools sector is explored as this has informed the models used in both the SLC programme and much ITT mentoring.

The two areas examined in detail below are the National Teaching and Learning Change Programme (NTLCP) and the leadership and management programmes run by CEL.

There is some overlap between these initiatives. For example, areas of overlap between the NTLCP and other projects include:
- E-learning programmes (CEL/NIACE),
- Manager support (CEL),
- Role of SLC as subject mentor (CETTs)

A common feature of both the NTLCP and leadership and management programmes is that they are supported by significant amounts of central funding, that has been sustained in some cases over a number of years.

Despite this, however the amount of funding and resources allocated at the local or organisational level for the development of teaching staff, appears to vary and in some cases to be problematic in terms of achieving or sustaining the intended impact within institutions.

These variations are worth exploring in more depth in order to draw out the lessons for embedding coaching and mentoring for teaching staff and trainees. Furthermore, research into workforce development or professionalisation programmes should, as a matter of course, compare the experience of developing and sustaining these with parallel programmes such as those aimed at developing leaders and managers in the sector.

The National Teaching and Learning Change Programme, (NTLCP)

The value of coaching and mentoring for developing the skills of teaching staff has been recognised in the NTLCP with its ongoing training and accreditation for Subject Learning Coaches. This initiative was situated within a broader strategy to promote a step change in the culture of teaching and learning and leadership.

The approach

Despite being differently titled (ie as coaching), the approach taken is similar to that advocated in the *Mentoring towards Excellence* project described above.

The view that coaching is central to the professional development of teachers and especially, to the process of changing and improving classroom practice is based on the work of Joyce and Showers (2002). Their findings demonstrated the practitioners' need for an ongoing professional dialogue during the process of initiating and embedding effective changes in their practice.

"Traditional forms of staff development such as attendance at training sessions resulted in fewer than 10% of participants implementing what they had learned', whereas peer coaching' — where teachers come together as equals to share aspects of teaching, to plan new approaches together and to review their experiences of implementing these plans — resulted in 'greater long-term retention of new strategies and more appropriate use of new teaching models over time".

"Coaching, which includes regular follow-up with the coachee about the progress that they are making, is therefore an important approach to supporting longitudinal changes in classroom practice that enhance the learning experience". (LSN 2007)

<u>The model</u>

The role of the Subject Learning Coach (SLC) is to support practitioners in improving the quality of teaching and learning, using the programme's subject resources as a catalyst for change. They use peer coaching which is
- Non-directive;
- Recognises the practitioner as the expert in their subject, not the coach
- Draws upon the expertise of the coach to facilitate reflection and learning

"Peer coaching is a process through which two or more professional colleagues work together to reflect upon current practices; expand, refine and build new skills; share ideas; conduct action research; teach one another and problem-solve within the workplace." (Robbins 1995)

<u>Different views of coaching and mentoring</u>

"SLCs have a different view to the CETTs. The CETTS see mentoring as holistic and coaching as more focussed, more directive. The SLCs say the opposite – they see peer coaching as between equals and less directive. They see it as being about supporting/enabling the other to do what they want to do. It is the CEL model which is derived from CUREE)." (Interview, LSN)

However, although seemingly using different nomenclature the CETTs share the view of the process as being supportive, flexible and used to support the aims of the individual trainee/teacher. And given the wide scale different uses of both terms, the CETTs are keen to avoid "locking down" definitions of coaching and mentoring that might for example, specify one as being more or less focussed and directive than the other, because in practice the dialogue (such as with a new teacher) is likely to utilise both.

LSN considers that any standards developed around coaching and mentoring should be looked at/used in a more holistic way. "We should build coaching and mentoring into what a teacher should do – not even optional but integrated into the training". (Interview, LSN)

The impact of policy changes on the NTLCP

Originally launched by the DfES Standards Unit in 2003, the NTLCP is funded and managed by QIA (from April 2006) and delivered by LSN. It is designed to support development and improvements in the way subjects are taught across the lifelong learning sector. Phase 4 is being rolled out in this academic year to support the introduction of the new 14-19 Diplomas.

With the move towards greater sector self regulation and independence, more central funding is being directed straight to the sector 'who will then do it for themselves'. The requirement for the new Teaching and Learning programme is that it has to be more 'sector owned'. This requires leaders to make strategic allocation of more organisational resources than at present and managers to take a much greater role in supporting and embedding the initiatives.

A number of changes are likely to take place to facilitate these changes.

Training and accreditation

Subject Learning Coaches take part in the Professional Training Programme (PTP) which includes training in coaching skills. (The approach is underpinned by the GROW model developed by Sir John Whitmore).

As part of helping the sector to take ownership of the programme, LSN are training Subject Learning Coach Facilitators who can deliver SLC training in their own organisations. However, changes to the system of accreditation are also required to support this.

To date, the programme has offered a Certificate of Successful Completion and accreditation at levels 4 and 7 in conjunction with Oxford Brookes University.

In order to embed the training and develop accreditation that can attract funding, LLUK has been working with LSN to develop units of assessment to go into the QCF which can be used to underpin an award of about 45 credits up to level 5. The flexibility offered by the QCF enables SLC units to be included as options in ITT programmes and also used to accredit CPD. (However, it is recognised that staff may want the opportunity to go beyond level 5).

Some implications of these changes are still to be worked through, involving for example,
- the status of the QIA's resources on the Excellence gateway in any newly devised programmes by other awarding bodies;
- establishing a 'standard' that will maintain recognition of SLCs across organisations.

The CETTs are seen as an important mechanism for taking developments in the new programme forward. It is hoped for example that where they are developing qualifications, they can recognise or endorse work done by SLCs, and 4 CETTs are planning level 7 qualifications.(Westminster CETT, LONCETT (working with Wolverhampton University PG Certificate), HUDDCETT, SUNCETT and EECETT).

However, the key issue relating to its sustainability is the degree of support for the initiative by leaders and managers in the sector. And lessons from the experience of the NTLCP provide useful pointers for the more recent attempts to embed coaching and mentoring support for qualified and trainee teachers, managers and support staff in the FE system.

Leadership, management and strategic resourcing.

*We need strong leadership across the FE sector with top-level support for training programmes as subject learning coaches and networks are put into place".(*QIA 2007 p2)

Andrew Thomson's exhortation was in response to the Adult Learning Inspectorate's review of the NTLCP (ALI 2007). This found that while the NTLCP frameworks themselves were effective, there is a need for active leadership and management to improve the impact in organisations.

In earlier phases of the project there were issues relating to the status, role and effectiveness of SLCs within their organisations. This was often linked to a lack of strategic and operational integration of the initiatives, with managers' lack of awareness being reflected in the inadequate time many SLCs were given to carry out their roles in the workplace, to attend training programmes or network meetings. This was particularly marked in the non FE sector where very few staff were given release.

However, similar weaknesses are found in the coaching and mentoring support for qualified and trainee teachers, with a lack of resources again impacting on the effectiveness of the mentors' role, particularly outside the FE sector, and in addition, an apparent lack of links between SLCs and trainee/staff mentoring systems within organisations.

In its latest review of ITT programmes Ofsted reported that:

The concerns, as in previous inspections, relate to the development of the trainees' subject specialist knowledge and skills which is not always supported by effective mentoring. As a consequence, not all trainees achieved their full potential.

Ensuring that trainees made good progress in their workplace teaching practice remained one of the weakest aspects of the management of the training. In the colleges sampled the situation was improving, with the mentor role generally being acknowledged by some abatement of mentors' own teaching commitments, although there was considerable variation in the tariffs applied.

In non-traditional further education contexts, mentors frequently operated with no remission or acknowledgement of the time needed to carry out the role. (Ofsted 2008 p17)

Ofsted recommended that Senior Managers in Further Education Colleges should:

- *Prioritise the development of trainees' subject-specialist skills and knowledge across all aspects of the training.*
- *Improve the quality of mentoring and in particular the feedback provided for trainees on their teaching practice.* (Ofsted 2008, p6)

A number of changes have been made to the NTLCP to facilitate its embedding in organisational practices by managers. ICT is being used to reduce the demands of practitioner time in respect of training, with flexible on-line delivery and a blended learning approach. The QIA materials are accessible and on-line, and the Subject Learning networks use on-line communication.

To address the managers directly, there is now a Manager Support Programme with forum meetings 3 times a year. Regional Advisers support managers in use of SuSTAIN – a tool for measuring impact. However," the managers are very hard to reach. They need training and awareness".

SLCs and the whole organisation approach (WOA)

There are now opportunities for organisations to bid for funding for development projects (18 projects, £35k – £75k). The providers have to submit action plans showing how their use of SLCs helps them address the CIF and how this strategy fits into their self improvement plans. They have to show how their strategy has contributed to their overall success. However, this may not be easy to do since the timeframe for these projects (April to July) is extremely short.

How far have the £30m allocations been used to support the work of the SLCs?
This is a question for further research, as the data is currently anecdotal.
In discussions with SLCs who have been attending the SLC facilitator training, it would appear that

"The £30m allocations have not been advertised across the sector. People in the organisations who need to know and advise on how it should be used, don't know about it."

"So far 80 SLCs have attended the facilitator training. The main message is that they are keen to do it and they need support. Even though managers have to sign the application forms for them to attend the training now SLCs report that that doesn't necessarily lead to robust manager support. As one SLC facilitator said, it would be hard to do training in his organisation because he is not given any time". (Interview, LSN)

Managers taking part in the Managers' forum have identified nine key factors that lead to an organisation's success in making the most out of the NTLCP.

- Develop a coherent organisational strategy for the effective deployment of Coaches.
- Work more closely with Coaches, find out what they are doing and explore ways of incorporating this within wider organisational and quality improvement strategies.
- Review the role of Coaches within the organisation, formalise and clarify the role and responsibilities.
- Make sure the organisation has its full entitlement of nominated Coaches.
- Ensure Coaches have enough time to fulfil their roles and attend the relevant training and subject coaching network events.
- Use Coaches more effectively in staff development activities.
- Explore the use of the coaching model and approaches to support the introduction of the new continuing professional development (CPD) requirements in September 2007.
- Develop strategies for sharing the approaches in the teaching and learning resources more widely across the organisation.
- Bring together individuals or teams with complementary aims to provide a more cohesive approach, for example e-learning, advanced practitioners and initial teacher trainers. (LSN 2007)

The above points echo the findings of the 2007 ALI report on the NTLCP and the majority would also apply to the successful embedding of mentoring programmes to support trainee teachers and staff CPD.

"The programme won't be completely self sustaining, but if we can get enough energy behind it for the sector to participate - we can do it with a base-line level of support".

LSN would like to see CETTS using SLCs, and all working together on this.

"To have an effect, we have to join up with others and say to leaders and managers in the sector, 'this will satisfy your agenda'. CETTS and LSN need to work together, and to show them there are various pathways to help them achieve the same end."
(Interview, LSN)

However,
"Is the sector at the right level of maturity' yet? E-learning had funding for years. But since it stopped, take up/use has dropped 5% -it's not moved on. We have not fulfilled the E learning vision".

"Will the sector achieve its goals by this focus on the financial strategy and controls underpinning the move to sector ownership, or by focussing on teaching and learning?" (Interview, LSN)

The Centre for Excellence in Leadership (CEL)

The CEL offers a range of organisational and leadership development programmes for managers and executives in the Lifelong learning sector. Coaching and mentoring processes are core to these.

The main programmes offered either incorporate access to mentors and coaches as part of the development package (eg the Principals Qualifying Programme [PQP]) or include training to enable participants to use coaching and mentoring skills and approaches within their own organisations. CEL also provides training and induction for the 'bank' of experienced and qualified coaches who support the delivery of the programmes.

CEL offers a menu of programmes that is differentiated according to whether coaching or mentoring is involved.

<u>What is the difference between coaching and mentoring?</u>

The distinction between the two processes is seen as 'grey'. However, for CEL, the main ways they might be differentiated are as follows:

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WHAT IS COACHING?

Coaching is a powerful, collaborative relationship between a coach and a willing individual which enables, through the process of discovery, goal setting and strategic actions, the realization of extraordinary results. Coaching is also a body of knowledge, a technology, and a style of relating that focuses on the development of human potential.

Coaches:

- o Help people set clear goals and then reach those goals.
- o Ask their clients to do more than they would have on their own.
- o Focus their clients better to produce quicker results.
- o Provide the tools, support and structure to accomplish more.

Guiding Principles of Coaching:

- o Coaching is a catalyst and enables individuals, teams and organisations to reach their potential.
- o Coaching is focused on the person being coached rather than just the task to be accomplished.
- o Coaching is a transformational process.

How does coaching differ from mentoring?

There are no single definitions of mentoring and coaching that are accepted by everyone and there are clearly overlaps between the two. For the purpose of CEL we describe the difference as a mentor having content and political expertise whereas a coach has learner expertise and skills.

Mentoring…….	Coaching ……
'..involves primarily listening with empathy, sharing experience (usually mutually), professional friendship, developing insight through reflection, being a sounding board, encouraging" - Clutterbuck ' ..is a long term relationship that meets a	' ..is a way of working with people that leaves them more competent and more fulfilled so that they are more able to contribute to their organizations and find meaning in what they are doing' (Flaherty, 1999)

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development need, helps develop full potential, and benefits all partners, mentor, mentee and the organisation". - Faure	' ..unlocking a person's potential to maximise their own performance. It is helping them to learn rather than teaching them.' (Gallwey 1986)

CEL *Coaching induction pack* P5

Differing roles and relationships

A mentor may have been 'in your shoes' and now is in a more senior position. The mentor offers advice and guidance, and also helps you find your own solutions. 'The wise sage' – using coaching skills to help you. (CEL interview)

On this basis, the relationship is seen as more likely to be hierarchical (eg, on the basis of seniority) and less likely to be on an equal basis, for example between peers.

The coach will not necessarily the share knowledge, experience or expertise of the client or their context. What they offer instead is knowledge, experience and expertise in the approaches and tools that can be used to serve the client's needs and/or purposes. (CEL interview)

On this basis the coaching relationship is seen as more likely to be between people working as peers.

The relationship between generic and specialist skills and knowledge in coaching and mentoring

Coaches need a higher level of skills than mentors, for example in terms of questioning, challenging and being able to reframe. A mentor would not need to do this at same level. For example they wouldn't need to have taken post-graduate certificate in coaching.

For mentoring – if you've gone on a 2-day workshop and then go out and do mentoring, that would be fine. But for a coach it would <u>not</u> be fine.
They are expected to have different skills. Mentors bring 'like experience', they have experience in the same field as the mentee, but maybe more than they do. Coaches don't have that. They have different skills and these need to be very well honed. (CEL interview)

The 'demand' for coaching and mentoring has shifted. In business especially, there appears to be more emphasis now on coaching

CEL used to have a 'leaders as mentors' programme, but now there is no demand for mentoring. CEL had a pool of 'leaders as mentors'- but they were not requested. It seems that peer mentoring has taken over. CEL is not doing much on mentoring now. (CEL interview).

The observation that mentoring had 'given way' to coaching, was confirmed in another interview about trainee and staff mentoring. A college practitioner who has become involved in the International Coaching Federation observed that:

Most of the participants at the conference I went to were in business, there were very few in education. It's clear that coaching has more cache in business terms. In the

college, coaching is for managers - it's become "the flavour of the month". (CETT interview)

This respondent considered the apparent competition between what might be considered as two sides of the same coin, unhelpful and confusing. She also felt there was an element of 'fad' or fashion which encouraged false distinctions to be made.

<u>Models and approaches, how coaching and mentoring is being used</u>

In respect of the current emphasis on coaching, CEL provides both leadership and management coaching and also training in the use of the skills. No one approach is used on the CEL programmes.

However, the 'solutions focussed' process utilising OSKAR* has been found to be the most effective and popular approach in CEL's work with managers and staff in FE and beyond. So this is also the predominant approach used in the training of CEL coaches - carried out by Paul Z Jackson, its 'founder'. (Jackson and McKergow 2007)

The 'solutions focussed approach' is the main one coaches use when working with clients. Managers and staff also find they can learn and use the tools for themselves and apply the approach effectively for a range of different purposes, including leadership development, performance management and team building. An interesting new initiative in one college involves BME staff using the skills and the approach to build their own network. This suggests the tools can be used effectively and are useful to people who are not necessarily expert coaches but who are working with others in a coaching or mentoring role.

The Principals Qualifying Programme (PQP) is underpinned by a psychodynamic approach. Principals work on their own leadership development. They are supported by 'executive coaches' selected and matched by CEL.

The QIA's new, pilot HQM programme has been designed around a peer mentoring model, within which the skills and expertise of high performing managers are matched up with the development needs of other managers in the sector.

The 'high quality managers' selected for the programme receive training conducted under CEL's auspices to enable them to scope, set up and conduct a mentoring assignment. The 2-day training programme is largely informed by Thomas and Harri-Augstein's Learning Conversation approach. This is used to help the mentors develop their skills in conducting a professional dialogue on an equal basis between peers.

A key feature of this programme is the attempt to harness **existing capacity** within the FE system in order to develop leadership capability and support continuous improvement. Those who apply for support have their requirements matched by one of the partner organisations delivering the programme, to ensure that the HQM assigned to them has the requisite skills and experience. In the course of their assignments, the HQMs continue to receive 1:1 support from the programme – in their role as mentors they each are also entitled to up to 3 hours 'supervision' time.

Conclusions

While all of the projects outlined above, the NTLCP, the PQP and the HQM involve, coaching and mentoring their effectiveness ultimately depends on the time available to participants for dialogue, reflection and learning.

Arguably participants on the PQP and HQM have more scope to manage their own time and therefore their participation in these development programmes than staff in teaching roles. They also have access to training and support of a high quality and a service to match the supply and the demand sides. It would be useful to evaluate the effectiveness of such arrangements and utilise some of the lessons learned to inform the wider application of coaching and mentoring in relation to staff across the sector..

Schools

The need for support in the workplace to help new teachers to consolidate their generic and subject learning in the context of actually teaching their subjects has long been recognised in the schools sector. Indeed this experience (and requirement) informed the Ofsted (2004) recommendations. The major point of contrast between the two sectors is that mentoring for new teachers in the schools sector is well established and funded.

The schools model is derived from the framework developed by CUREE whose definitions are also widely used to inform work to develop coaching and mentoring in the post compulsory sector – not least the role of subject learning coaches in the NTLCP. The model differentiates mentoring, specialist coaching and co coaching (work between peers).

Definition	Purpose
Mentoring is a structured, sustained process for supporting professional learners through significant career transitions	**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.
Specialist Coaching is a structured, sustained process for enabling the development of a specific aspect of a professional learner's practice.	**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
Collaborative (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-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.

CUREE (2005)

Within the overall framework, "*'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."* (p3)

Who does what?
In this model: *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.*

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.

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 or text based resources. Co-coaches each take the role of coach and professional learner, usually alternately. Co-coaching partners are mostly self selecting.

It is interesting to note that in the description of the roles, only mentoring includes the activity of *"assessing appraising and accrediting practice",* with mentors being required to have the skills and knowledge to be able to *"relate practice to assessment and accreditation frameworks"* (p3).

In this respect, the use of mentoring in this model departs significantly from that used for example, by CEL in relation to leaders and managers. It is closer to that being applied to new and trainee teachers.

Section 3

Coaching and mentoring activities undertaken by CETTs during year 1

The following analysis has been compiled from information provided by CETTs to Deirdre Kimbell and from informal interviews with mentors and CETT managers. Data was available from ten of the eleven CETTs providing an overview of the sorts of activities undertaken during the first year of the CETTs' operation, and four CETT managers have been asked to supply supplementary information. A summary of the mentoring activities described can be found in the table below and the chart in figure x

Range and examples of CETT activities started in phase 1 (Sept 2007 – March 2008)

Coaching and mentoring:	Phase 1	Phase 2
Handbooks/guidance/support materials	HUDCETT CIL EMCETT LONCETT Success North WMCETT	
Training packs/materials, online training programmes	HUDCETT EMCETT LONCETT Success North Westminster Partnership	
Training – direct delivery/events, blended	HUDCETT CIL EECETT [240] LONCETT [30] Success North [40] SUNCETT [175] + Advanced mentor training [20]	WMCETT
Training – on line/	EMCETT Peninsular	Westminster Partnership & LONCETT [30+] (30 hour programme)
'Training the trainers'	EECETT [19] (accredited: PG cert in Mentoring Uni W'hampton) EMCETT SUNCETT [10]	
Mentee handbook/training	HUDCETT	Success North
Specialist contexts	EMCETT (Prisons, deaf	

	tutors) Peninsular (TNA mentoring needs t'ers in prisons)	
Observation Training –direct	HUDCETT	WMCETT
Observation – pack	HUDCETT	HUDCETT WMCETT
Joint observations (tutors/mentors)	CIL SUNCETT	
Accreditation/qualifications	HUDCETT (Mentoring module from BA in Education and Training delivered as standalone L5 qualification) SUNCETT (Introductory Certificate in Mentoring) WMCETT (2x 10 credit modules L4 Mentoring in ITT)	Success North (15 credit module, Bradford) SUNCETT (Preparing to Mentor qual; CPD modules L4-L7) Westminster Partnership
E-mentoring	HUDCETT (as part of Associate Online VLE) EMCETT	HUDCETT
Staff to support C&M development	HUDCETT [2] (+ training mentor coordinators) Success North (mentor placement coordinator)	
Data base	HUDCETT CIL Success North SUNCETT	HUDCETT
Matching/allocation to mentees	CIL [5/6] Peninsular ('flying mentors' piloted?)	
Funding	EMCETT (voucher exchange system) SWITCH Mentor support grants)	
QA /monitoring/moderation	EMCETT (Self assessment checklist) Westminster Partnership (Development of service level agreements)	HUDCETT (cross p'ship moderation)
Network	SUNCETT (Placements, Mentoring and WBL Network [210]) WMCETT	

Conferences/workshops	Success North (best practice across 5 contexts)	WMCETT ('show & tell' mentoring models & practices) Westminster Partnership (disseminating development project reports)
Peer mentoring	EMCETT	WMCETT (Peer mentoring for teacher educators)
Placement audit (?)	CIL	
Links/Joint CETT work	CIL/HUDCETT Westminster Partnership/LONCETT WMCETT/EMCETT	
Research – survey	EECETT (nature & extent of mentoring activities) Huddersfield consortium (t'ees experience of being observed) LONCETT (mapping current practice & identification of good practice) SWITCH (Models of mentoring, survey 29 organisations) WMCETT (survey current practices) Westminster Partnership (Scoping and identification of good practice)	
Case studies	Peninsular [Mentoring in FE; support for t'ees in non-FE settings; focus group mentor training in LA provider] WMCETT (Existing & emerging mentoring models and practices)	
Action research/development projects	LONCETT [3] SWITCH [3] (Mentoring in HE/FE p'ship conext; Mentor training in ACL; cross sector aspects) Westminster Partnership (cross-cultural mentoring;	

	mentoring for subject specificity; Peer mentoring & observation)	
Research/reports - other	Peninsular (use of newly qualified t'ers as mentors; use of 'flying mentors' ie mentor from one organisation supports trainee in another; remote mentoring -use of blogs) Success North (best practice in development of mentors) SUNCETT (Mentoring and WBL; Mentoring trainee teacher educators)	
Communications - Information, advice and guidance	SWITCH (implications of TQF- email, phone helpline, workshops) Westminster Partnership (email IAG service for mentors on website)	HUDCETT (direct communications with mentors)

Mentor Training

Eight CETTS identified mentor training as one of the activities undertaken. The nature of the training has varied in length, format and certification outcome. At one end of the scale, training sessions of two hours' duration for beginning mentors of full-time pre-service student teachers has focussed on giving an overview of the role of mentor and beginning to develop skills in giving constructive post observation feedback (Westminster Partnership CETT), to, at the other end of the scale, training for a postgraduate Certificate in mentoring (EECETT).

At present, offering a qualification outcome for mentor training is the exception. Certification without qualification is being offered by Hudcett and the Westminster Partnership/Loncett training schemes, in response to the Institute for Learning's (IfL) requirement for evidence of a minimum of 30 hours' continuing professional development (CPD). But five CETTs have explicitly identified the future development of mentoring qualifications as being among their priorities.

The development of qualifications relates to the issue of sustainability in that CETTs need to ensure the continuing promotion of good practice after the withdrawal of funding and qualification development is one of the ways that might support further CETT activities.

Mentor training has been offered in a variety of modes including traditional face to face training. Two CETTs identify this will subsequently lead to a cascade model of

training (EECETT and EMCETT), blended learning (Loncett and Westminster Partnership) and e-learning (Hudcett).

There is a wide variation in the time specified for the different training experiences from two hour training events and workshops through 5 hour on-line training (Hudcett), 30 hour on-line training (Loncett and Westminster Partnership), to Postgraduate Certificate (EECETT).

Suncett also identify that one of their activities is focussed on training the trainers of mentors.

Year1 CETT mentoring activities
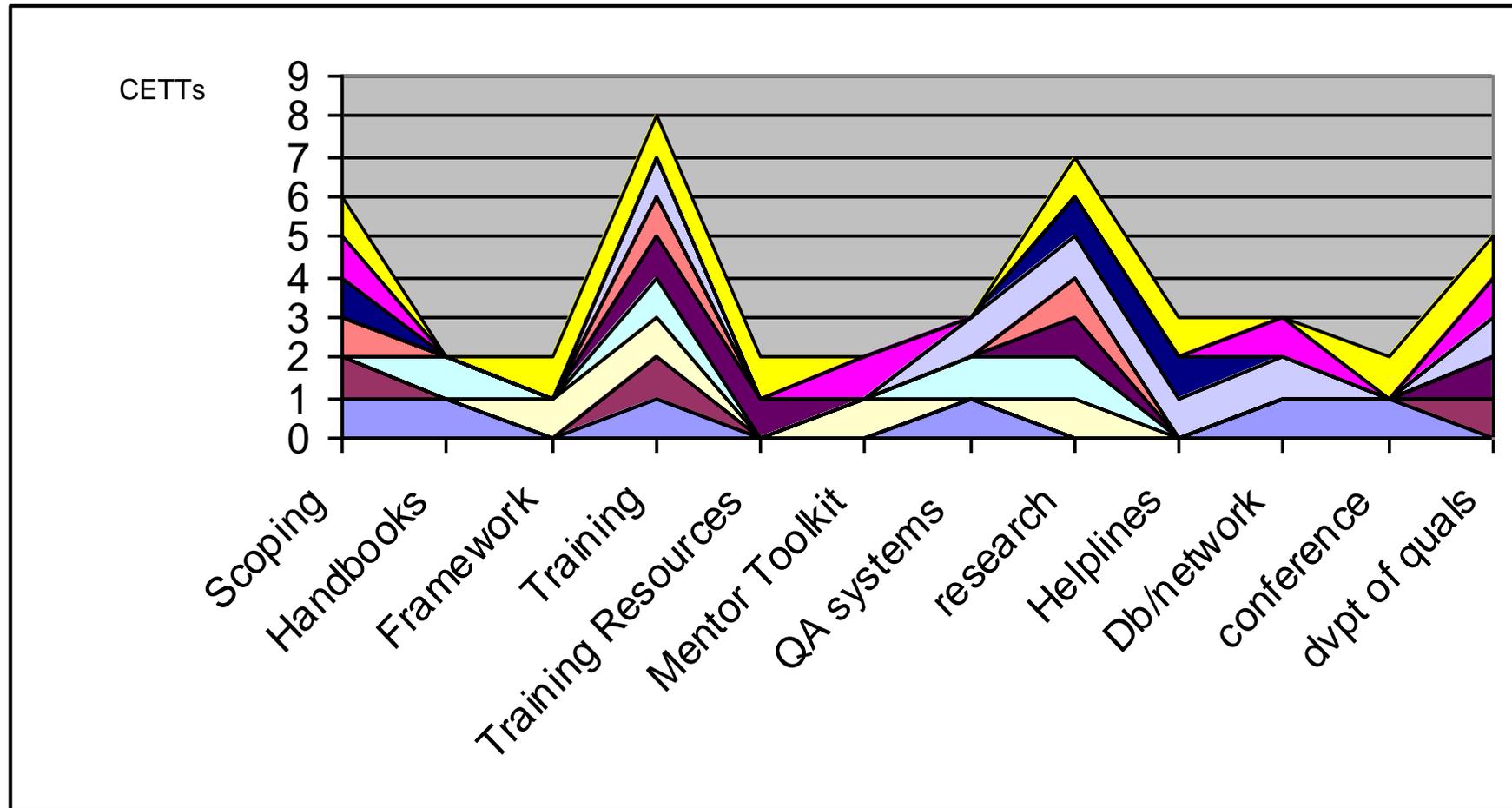
Research and Scoping

From the reports submitted to Deirdre Kimbell, it was not always possible to identify with certainty the distinctions intended by the CETTs between scoping the mentoring landscape and undertaking research into mentoring.

An arbitrary distinction has been made for the purposes of this report which has categorised as 'scoping', activities which are identified by the CETT as such, or which appear to relate to determining existing conditions. Activities are categorised as 'research' which appear to relate to the gathering of qualitative data or where they are so identified by the CETT. In this way, a 'placement audit' is identified as scoping, whereas a 'series of case studies about mentoring experiences' has been identified as research.

Following this distinction, seven CETTs are engaged in research into mentoring and six have engaged in scoping current mentoring practices.

The research projects outlined are practitioner-based and focus on developing an understanding of the needs of the different participants in the mentoring process and on reviewing different cultural contexts in which mentoring occurs. Further action research is being undertaken which involves the implementation and evaluation of particular mentoring strategies (using newly qualified teachers as mentors, mentoring using on-line blogs: Peninsula CETT, using peripatetic tutor observers for WBL and ACL: WMCETT).

Research and scoping activities will result in reports to be published on CETT websites and in two or three cases disseminated at conferences. An e-journal is planned for the future. Interim findings from some of the research projects will be discussed later in this report.

Mentoring frameworks / Quality Systems / Service Level Agreements

Five CETTs state that they are concerned to develop quality systems, also referred to variously as mentor frameworks and service level agreements. EMCETT identify their framework as including a pilot QA checklist, exemplar materials and documents.

A draft service level agreement is included in appendix x. Some of the handbooks which have been produced and made available on CETT websites also include statements of expectations of the mentor's role in terms of frequency of meetings, observations and reporting requirements.

A particular emphasis is placed on the importance of joint observations (ITE team and mentors) with three CETTs mentioning this as a specific activity that has been supported during the first year of the CETTs .

Toolkits, databases and helplines

One of the stated aims of QIA has been to develop a database of mentors in order that student teachers in hard to reach contexts or teaching minority subject should have access to subject specialist mentoring. Two CETTs noted the compilation of a database as one of the outcomes for year one.

Discussion at the CETT mentoring sub-group has centred on the difficulties inherent in this project and WMCETT reported that some partners were unwilling for names and contact details to be released for this purpose. WMCETT has responded by developing a network for practitioners and managers, as has Suncett. SWITCH has developed a telephone-based helpline and Westminster Partnershipp and Loncett are developing an email advice and guidance service.

Section 4

CETT activities on coaching mentoring planned for year 2

The following analysis has been mainly compiled from information provided by CETTs to Deirdre Kimbell.
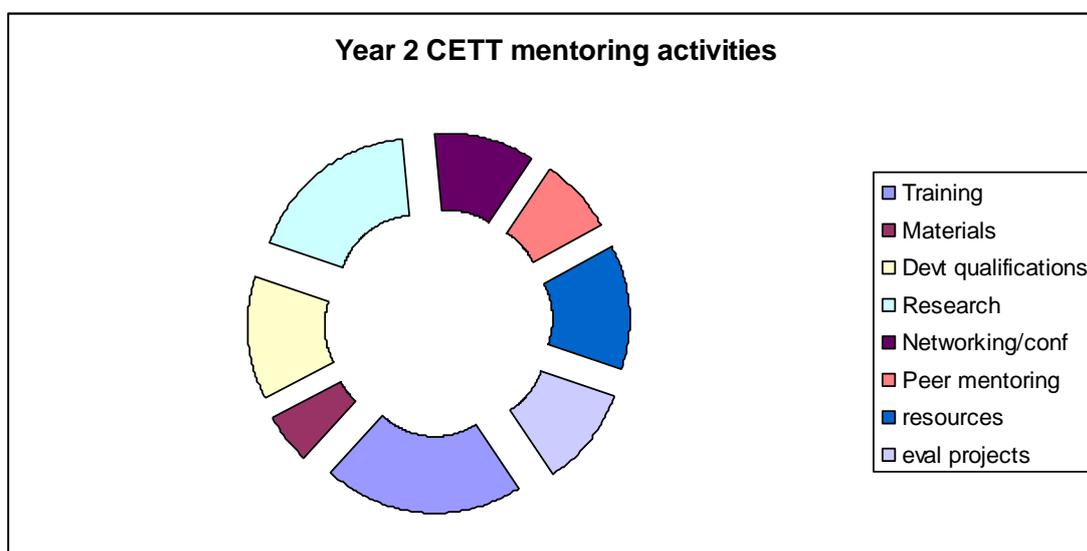
Data was available from nine of the eleven CETTs providing an overview of the sorts of activities planned for the second year of the CETTs' operation and supplementary information supplied in response to an online interview schedule. A summary of the mentoring activities described can be found in the table below and the chart in figure xi

Range and examples of CETT activities on coaching and mentoring planned for year 2.

Coaching and mentoring:	Year 2 objectives
Training packs/materials, online training programmes	CIL (interactive DVD) HUDCETT
Training – direct delivery/events, blended	Peninsula – ITT providers to have targets and payment on results. CIL (30 additional mentors) EECETT (IAG to build capacity in small orgs & non EECETT members) EMCETT HUDCETT (e-mentors) WMCETT (mentoring award HE level 15 credits)
Training – on line/	Westminster Partnership & LONCETT (30+) (30 hour programme and website to support mentoring qualification)
Observation – pack	HUDCETT
Accreditation/qualifications	CIL (dev CPD mentor module) EECETT (dev standards for mentoring) Westminster (dev mentor quals at intro, intermediate & advanced levels (with Loncett)
E-mentoring	HUDCETT
Staff to support C&M development	CIL (Mentor/work exp co-ordinator)
Database	EECETT (contribute to nat database) EMCETT (maintain)
Funding	SWitch (mentor support grants)
QA /monitoring/moderation	HUDCETT (e-moderators)

Network	CIL (expert member of nat devt for mentoring/coaching) EECETT (partnership rep for Nat Ment sub-group mtgs) Success North (x-CETT, mentoring & SfL mtgs)
Conferences/workshops	WMCETT (w/shops on regional approaches to mentoring in Lifelong learning sector)
Peer mentoring	EMCETT (reciprocal across partners)
Placement audit (?)	CIL (work exp placements for trainees & TEs)
Case studies	Peninsula (review of self-assessment reports to determine capacity to improve workplace support for trainee teachers) CIL (standardisation exs of obs teaching practice) WMCETT (publish findings from mentoring project)
Action research/development projects	Peninsula (reports x2 into developing links between SLCs & ITT teams. EMCETT (establish expert supported thematic peer mentoring groups eg SfL, Mental health, LLD 14-19)
Research/reports - other	EECETT Success North (mentoring: effectiveness of training/placement prog) SWitch (report on quant, qual and nature of mentoring trainees' receive)
Communications - Information, advice and guidance	EECETT (working group to disseminate opps for CPD & collab with other CETTs) EMCETT (Inter-CETT collaborative activities (mentoring sub-group)
Evaluation-materials	WMCETT (Mentoring toolkit evaluated and disseminated)
Evaluation-projects	WMCETT (mentoring award) SWitch (mentor training) Westminster (online advice & guidance) EMCETT (mentoring framework & self-assessment tools and resources)

Figure xi

Year 2 CETT mentoring activities

Legend:
- Training
- Materials
- Devt qualifications
- Research
- Networking/conf
- Peer mentoring
- resources
- eval projects

Mentor Training

Eight CETTS have identified that there is a need for continued mentor training and one CETT is implementing mentor training across the CETT using a 'payment by results' incentive (Peninsula). Where they have established a solid base of mentor training in the first phase, CETTS are building on this to target specific groups or to extend their provision to include other groups.

The variety of projects in this category include: further development of their mentor training by an additional 30 mentors who will share experiences and e-learning materials (CIL); providing support and training for mentors to continue capacity building in small organisations and non-CETT members (EECETT); training e-tutors to give mentor coverage to trainees in minority subjects (HUDCETT); integration into programmes of the trainee development file and individual learning plan (CIL); widening access to mentor training to increase availability of trained, subject specific mentors in the WBL, ACL and 3rd sectors and the development of CPD opportunities for Skills for Life teacher trainers with mentor support (WMCETT).

One CETT has planned the rollout of subject specialist mentor training by establishing sub-regional delivery partnerships to cascade training. This CETT has extended their Pick & Mix provision (30 min learning segments) as feedback from partners indicated that not all members could attend training and this would enable mentors to 'dip into' and pick whatever is relevant to them (EMCETT); Two CETTS have combined to develop an online (30+) training programme which is a 30 hour programme and website support (Westminster & LONCETT)

Accreditation

The development of modules and qualifications is continued into the second phase. A range of different projects have been identified by 5 CETTS with one developing standards on their website (EECETT) another developing, validating and implementing a CPD mentor module (CIL) and a third mapping their provision against

LLUK standards and optional units (EMCETT). The other two are working together to develop flexible and accredited qualifications at 3 levels to be validated by 3 institutions, Oxford Brooks University, Westminster University and the Institute of Education (Westminster with LONCETT).

Peer mentoring is also being extended in a number of different ways, ranging from showcasing regional approaches to mentoring in the Lifelong Learning sector via mentoring workshops (WMCETT) to Facilitating thematic peer-mentoring groups (including SfL, mental health, LLD and 14-19) across RDA priority sector areas supported by experts (EMCETT). One CETT has identified the further development and extension of the training of Teacher Educators on their online VLE which provides access to e-mentors in minority subject areas (HUDCETT)

Research and Evaluation

A number of research projects identified in phase 1 are now completed, continuing into a second year, being evaluated or currently awaiting the publication of their findings. Action research and case study reviews have been carried out across a wide range and variety of topics.

New action research projects which are being carried out in year 2 include developing links between subject learning coaches and ITT teams. This project is led by 2 member organisations (Peninsula).

Other projects concentrate on the effectiveness of mentoring in teacher training including 'Mentoring: effectiveness of training/placement programme' (Success North); Test and trial peer support programme for ITT deliverers (WMCETT); surveying trainees in their region on the nature, quality and quantity of the mentoring they are receiving (SWitch) and commissioning case studies/guides from longitudinal studies on good practice for the web site and evaluation of e-resources produced for mentors (HUDCETT).

A Mentoring Research sub-group is being set up to identify and carry out relevant research (EECETT) and a peer review and development process project is being rolled out (EMCETT).

Four CETTS are planning to evaluate projects and materials from phase 1 and these all focus on the training of mentors. A mentoring award, together with the toolkit developed to support it is being evaluated by WMCETT; Mentor training (SWitch); online advice and guidance (Westminster) and the mentoring framework and self-assessment tools and resources (EMCETT).

Mentoring frameworks/quality systems/communications

CETTS have identified a variety of different initiatives to ensure best practice is shared throughout the partnership. These include participation in both national and local initiatives. National initiatives range from participation in networking events such as serving as an expert member on the national development for mentoring and coaching (CIL) to contributing to national infrastructure of specialist and generic mentors, and also providing a partnership representative for the mentoring sub-group meetings (EECETT).

There are a wide range of quality improvement initiatives identified by CETTS to share good practice across their own partnerships. These range from setting up additional website pages to include Good Practice guides and case studies of

trainees across the sector (HUDCETT); running mentoring workshops showcasing regional approaches to mentoring in the Lifelong Learning sector (WMCETT); use of standardisation exercises of observed teaching practice to support the development of mentors and teacher educators to share good practice (CIL); the management of reciprocal mentoring arrangements across partners (EMCETT). All subjects allocated e-moderators to ensure quality assurance and a communications facility direct to mentors (HUDCETT). The support of organisations to develop and strengthen their mentor support process and practice via mentor support grants (SWitch).

In line with the aim of quality improvement there are also a number of Cross-CETT initiatives. These include developing an interactive enrichment portal to introduce practitioners to different teaching and training roles in the Lifelong Learning sector (WMCETT + EMCETT), contributing to annual inclusive Learning CETT conference by running MWE workshop (CIL) and attending cross-CETT meetings including Mentoring and SfL sub-group meetings (Success North).

Databases/Resources

There was lengthy discussion in phase 1 over the use and development of databases and only 2 CETTS have identified this as an objective for year 2. One is maintaining its database and aligning it to the national format (EMCETT) and the other is contributing to the National database (EECETT).

CETTS are using the database in a number of different ways. These include advice and guidance: for example making the database on progression routes available to enable better career progression decisions, (HUDCETT) and using the CETT databases to enable trainee teachers and teacher educators to access a range of quality work experience placements (CIL).

A wide variety of web-based resources are being developed including interactive resources outlining ITT and CPD options for new and existing teachers, managers and employers (Success North); production of electronic resources including a training pack on Observing and an Observation CD for mentors (HUDCETT); production of an interactive DVD and e-learning materials (CIL); providing an online forum for Skills for Life teacher trainers (WMCETT). Westminster CETT is developing their website to provide a reliable, interactive learning platform to support e-delivery of new mentoring qualifications.

Section 5
Sample of interim findings from CETT activities

Teaching practice is one of the most important elements of initial teacher training, but in the post-16 sector it has often played a secondary or even minor role. The Dfes Standards Unit (now Quality Improvement Agency) called for a 'step change in the quality of teacher training' and outlined a major reform programme, which highlighted the role of teaching practice and the need for professional mentoring of teaching in the workplace. Recent Ofsted reports on initial teacher training specifically identified mentoring and support for teaching practice as general weaknesses in most training programmes.
EMCETT (2007)

This section outlines the key findings from research or scoping projects in relation to current coaching and mentoring activity which were conducted during year 1 of the CETTs' operation by WMCETT, LONCETT, Westminster Partnership CETT, and EMCETT. The findings relate to mentoring in the context of ITT, (both in- and pre-service) and CPD. Further information about the methods and findings from the surveys can be found in Appendices 1-3.

The overarching finding is that the implementation of coaching and mentoring is variable across the sector and is more consistently evident in FE institutions. The dimensions in which this variety occurs are explored in the following sections.

Contexts of coaching and mentoring

The surveys highlight that 'mentoring' can be used in a range of contexts including: ITT, supporting new staff and supporting the underperforming teacher. In addition it is used to support specific activities such as dyslexia or behaviour management.

A number of respondents identified that 'mentors' were also subject and or learning coaches, and preferably advanced practitioners.

Identification of mentors

There is no consistency in the ways in which coaches or mentors are identified across the sectors surveyed.

Mentors tend to be identified most frequently on the basis that their subject specialism matches that of the mentee, or on the basis of perceptions of their being skilled and experienced teachers, and in most cases in the context of ITT, on both of these criteria.

However, a significant proportion of mentors is drawn from managerial positions, and they are often programme or curriculum area managers. In such cases this implies there is a hierarchical relationship between the mentor and mentee which can lead to confusion or conflation of roles to the detriment of both managing and mentoring.

Difficulties have been discerned where the mentor stands in this dual relationship to the student teacher. One curriculum area manager acting as mentor explained that he did not have the time to mentor so the role was shared among three different

members of staff. In the context of ITT, the hierarchical observations undertaken by managers as part of organisational quality systems do not have the same purpose as the Teaching Support Visits, (designation given by OBU to trainee observations), in which the objective is to foster teacher development.

Where the boundaries of the relationship in which the mentor stands to the student teacher are blurred the nature and purposes of assessment become problematic and the functions of appraisal and assessment are confused.

> *I don't let them count management observations for the teaching file. I know they haven't got much time, but it's not the same thing. (Swindon cohort leader)*

In some FE colleges, where mentoring tends to be more embedded within organisational structures than in other contexts in the sector, some advanced practitioners are identified as mentors and work largely within CPD frameworks.

In the context of ITT, there is some evidence of the use of informal 'peer mentoring, with some in-service trainees being asked to identify their own mentor and have their choice approved by the teacher education team. However, the majority of the models used are *organisationally imposed/structured systems.*

The surveys report that many respondents find it difficult to identify mentors with specific subject knowledge in certain specialist areas. A variety of solutions are developing to address the problem. These include partnership working, additional training and on-line matching and exchange systems (eg the EMCETT voucher system) as well as the HUDDCETT's ASSOCiate Online service.

Some respondents identified difficulties where the mentoring role is imposed on unwilling and untrained members of staff.

Training and Resourcing

In almost all instances mentors are offered training, but the take-up of training is low, the most often-cited reason being *lack of time*.

39% of respondents from one of the surveys said the training is accredited and the rest that is non-accredited. More than half identified that they would like more training but suggested that it should be fairly short due to difficulties in releasing staff, and should be inexpensive.

Duration of training varies considerably from thirty minute *learning segments* being developed by EMCETT to provide flexible and easily accessible learning, through two hour training sessions offered by many ITT providers, and a programme leading to full certification at postgraduate level. Commonalities across the types of training surveyed include training on observation and giving feedback and the development of active listening/counselling skills.

From the evidence of these surveys the allocation of £30 million by government to prime the development of 'mentoring' in the FE sector, has, as yet, had little impact on the selection and training of mentors. Respondents responsible for the development of mentoring either know nothing of the monies allocated to their institution or identified that the issue was not money, but time and the availability of appropriate replacements to enable the release of staff both to undertake mentor

training and to carry out the mentoring role. This again raises questions about how the monies have been used.

Role

Mentor roles and responsibilities are defined differently by different organisations but commonality exists in the most frequently identified role of *observer and giver of feedback.*

All respondents said that the mentor's role is to:
- Meet regularly
- Observe teaching
- Give feedback

The frequency of mentor meetings is variable across providers and in some cases, in ITT, it is dependent on the stage of training. Pre-service trainees are likely to have more formally organised meetings and observations with mentors than in-service trainees. Some mentors of pre-service trainees are present in the classroom when trainees teach; some supervise or assist with lesson planning. This is less likely to happen for in-service mentees.

Where mentor handbooks or toolkits exist there is more likely to be an expression of the expectation of the role and the expected activities of mentors, such as:

> *The mentor's role is to provide both challenge and support for the student, so that they are enabled to analyse and reflect on their own learning and teaching and the teaching and learning of others in a spirit of constructive criticism and in a non-threatening atmosphere*
> *(Mentor handbook)*

Assessment

Some providers of ITT require mentors to assess trainee teachers as part of their ITT assessment; some may be doing up to five of the eight assessed observations.

Some make a distinction between formative and summative assessment so that mentor observation reports feeding in to overall systems of evidence gathering and assessment judgements are being made only by the teacher educator team.

Elsewhere the difference is not clear.

Other providers differentiate clearly between the role of mentor and the role of assessor.

A significant number of respondents said that the mentor role is connected to the QA process of Classroom Observation.

Subject specialism

One CETT has specifically identified the mentor's role in developing subject specialist pedagogy:

> *The area of pedagogic content knowledge is one in which mentors can be particularly helpful to student teachers. This notion refers to the ways in which*

experienced teachers present their subject to learners - the anecdotes they tell, the activities they devise for students, the ways in which subject matter is broken down and presented. These are important and sometimes taken for granted aspects of the practice of experienced teachers, and represent expertise which the student teacher has to acquire.

(Mentor handbook)

Knowledge and Skills
A range of models and approaches is used both in the training of mentors and the design of mentoring systems.

The knowledge base of mentoring identified by respondents to the surveys and expressed in training programmes offered by Hudcett, Loncett, Emcett, Wmcett and the Westminster Partnership is summarised below.

Mentor training materials make reference to the requirement for both propositional and procedural knowledge. It is suggested that Mentors should know about mentoring, teaching and learning and ways of fostering teacher development, and should be able to use the appropriate skills to effect development. (It is not clear how many require specific knowledge and skills relating to trainee teacher assessment)

The principal requirement identified is that mentors themselves be successful teachers.

> *As with good teachers, there is no blueprint for a good mentor. There are a wide variety of styles, specialisms, backgrounds and personalities which go to make up effective mentors. The starting point, however, is always the same: mentors should themselves be effective teachers*

(Mentor Handbook)

Theory used in training mentors is varied, according to the preferences of the trainers and typically draws on experiential learning theory, theories of knowledge, situated learning theory, theories of teacher development and models of mentoring.

Mentoring models used in training are derived from the spheres of both business and education.

Frequently cited authors are;
- The Clutterbuck Mentoring Model (1985)
- Daloz's dimensions of challenge and support(1986)
- Calderhead's work with school teachers (1994)

The terms *reflective practice, interpersonal skills, listening, feedback skills, learning dialogue* and *collaborative professional dialogues* occurred across the surveys.

In a Westminster Partnership survey of student teachers' perceptions of skills used by mentors the following list was identified:

Giving direction, providing constructive criticism, questioning, interviewing, focussing, clarifying, discussing, reflecting, summarising, empathising. (Appendix U)

The list of skills identified as being used in mentoring for the same CETT is the following:

Discussing, sharing, confronting, challenging, guiding, motivating listening, giving feedback, questioning, observing practice, diagnosing performance.

Impact or outcomes from the mentoring process

Respondents were generally very positive about the impact of 'mentoring' for mentor and mentee. They identified such things as: *confidence, improved teaching and learning, positive staff morale, sharing good practice, increased awareness, and improved observation grades* as examples of impact.

The less positive issues identified were:
- The lack of clarity around mentor roles and a variation in quality and standards.
- The variability in the quality of 'mentor performance'.
- The lack of clarity around issues of assessing and grading.

Summary

The most prominent aspect highlighted by the scoping activities is the diversity of provision of mentoring in terms of frameworks to support mentoring, expectations of mentors, quality assurance mechanisms and resources allocated to mentoring activities and mentors.

Inconsistency is also evident between mentoring for pre-service trainees, in-service trainees and for CPD. More formalised models of mentoring seem to exist where there is an explicit contract made in relation to the role and money exchanged.

Diversity is also apparent in perceptions of the purposes of mentor observation in both ITT and CPD.

The reality of mentoring in some contexts is that it operates on systems of good will and 'what works' in the particular context and considerable success is achieved in this way.

Formal systems for mentors to report to ITT teams or for providers to monitor quality either are not in existence or not consistently applied.

Issues

- The diversity in identified roles, particularly in relation to assessment, gives rise to issues relating to the purpose of mentor observation.

- In ITT provision the status of mentor observation reports vis a vis those of the teacher education team is variable across providers.

- Where mentors are part of the formal assessment process relating to a qualification there are issues of competence to assess, related to the amount and nature of training the mentor has participated in, and the reliability of assessment decisions in relation to moderations systems. Where mentors are undertaking formal, graded observations, this purpose may not always be transparent, and may conflict with the espoused mentoring process.

- Adequate training and QA systems are not always in place.

- For CPD purposes, where a teacher is being supported to develop classroom practice, the status of mentor observation reports vis a vis those of an appraiser is not always clear.

- There is a need for research on the impact and implications for trainees where mentors are
    o Allocated rather than chosen
    o In line management positions
    o Work within formalised policies and procedures

Section 6

Conclusions: issues and recommendations

Framework for analysing the range and types of coaching and mentoring in the lifelong learning sector

Coaching and mentoring skills and approaches have a wide range of different applications in the lifelong learning sector. They are core to a wide variety of roles, some of which are clearly specified and carry accreditation. This range of application and the different types of coaching and mentoring that are found can be analysed along the following lines. See table xx . The way that each aspect shapes or influences another is a useful question for further research.

Roles and responsibilities.
The main purposes and aims for establishing the relationship may be defined by others and/or the parties themselves. A statement of roles and responsibilities may be formal or informal. It provides a framework for the main functions of the role and indicates the types of activities involved. This framework is becoming increasingly formalised in respect of ITT. The development and use of coaching and mentoring for CPD may not be taking the same trajectory (see below).

Although roles do carry titles such as 'coach' or 'mentor', this does not describe the function or the types of activities they perform in any consistent or reliable way. There is really no clarity or agreement about how coaching and mentoring should be distinguished. Which ever way distinctions are made regarding the different types of activity, invariably in practice the process of working is holistic and fluid, with parties moving between both 'types' of activity as appropriate.

In addition, for example in the case of ITT, coaching and mentoring processes are inextricably embedded in the tutors' role. Whether or not tutors carry out these roles on a formal basis, they will move, often seamlessly between all three aspects while supporting a teacher in training.

Relationships
Apart from by types of activity, coaching and mentoring are frequently differentiated by reference to the degree of equality/inequality in the relationship between the two parties. ie between the mentor & mentee or between the coach and coachee (for want of a better term).

'Peer' mentoring or coaching is often used to distinguish relationships between people at different points in an organisational hierarchy from those between people at the same level. While this may be most often found in CPD, there are indications of its growth in relation to ITT.

Peer mentoring or coaching tends to assume a relationship based on equality although inequality may still exist, albeit on a different basis. Eg seniority, (age!), experience, specialist skills or training, race, gender etc. In addition to this, all other things being equal, the type, purpose and nature of any assessment involved in the relationship (eg formative or summative) will strongly affect the balance of equality.

A person's power can be both acquired (eg skills, experience) and/or attributed (eg public recognition eg of position, qualifications).

The degree to which a relationship is equal in practice might be judged for example by,

- the degree to which it is voluntary
- the amount of choice a person has over the selection of their mentor or coach.
- how far the mentee or coachee is in control, ie can establish the agenda and manage the relationship in line with their own purposes.
- the type, purpose and nature of any assessment involved (eg formal, informal, formative, summative, ipsative, self assessment)

Knowledge and skills
There is a need for further research to examine the content of role descriptors and person specifications, the content of training programmes etc. in materials that have been produced through CETTS and by other providers.

Table;
Outline of range and types of application of coaching and mentoring in the lifelong learning sector

Role	Responsibility	Relationship	Knowledge and skills [in addition to coaching and mentoring]
ITT Eg subject/specialist mentor Subject learning coach	Development teaching skills and knowledge in subject/specialist area Develop range of teaching experience Support progress on qualification	Mentoring/coaching/tutoring More experienced/skilled in teaching subject area Peer/manager/senior	Excellent teacher in subject/specialist area Up to date Subject expertise, technical skills Understand/apply minimum core Works within community of practice Knowledge of pedagogy, eg Curriculum, learning theories, use of reflection/research, Requirements of teaching qualification
	Formative and/or summative assessment	Assessor	Observation Feedback Use of assessment criteria and

			application of assessment standards
Induction	Organisational and institutional familiarisation,	Mentoring/coaching More experienced Peer/manager/senior	Institutional knowledge, Knowledge of relevant communities of practice
Performance	Develop competence & capability Improve performance outcomes for individual and organisation	Mentoring/coaching More experienced Peer/manager/senior	Depends on area of expertise required
	Formative and/or summative assessment	Assessor	Observation Feedback Use of assessment criteria and application of assessment standards
CPD Staff Including EgTeacher educators- those new to role + those experienced in role	Develop specific and/or general competence, capability & capacity in role	Mentoring/coaching Peer/manager/senior Eg SLC;	Depends on area of expertise required
Management	As above + leadership	Mentoring/coaching Eg 'executive coaches' 'leaders as mentors'	Depends on area of expertise required
Career	Support progression	Mentoring/coaching	Generic/specialist facilitation skills + specific expertise in field of employment if required

The findings from CETT mentoring surveys, together with the experience and examples of national coaching and mentoring initiatives show that

- there is a wide range of mentoring and coaching roles found in the lifelong learning sector, and
- there are significant variations in the in type and nature of the responsibilities that are attached to each of them, regardless of the titles they are given.

There should be further research into the main functions that are carried out and the types of activities undertaken by coaches and mentors in these roles in order to identify the kinds of knowledge and skills that they require.

ITT

The development of mentoring to support teachers in training raises particular issues for non-FE providers. For small or specialist providers there may be a problem finding 'matches' for trainees, and work is being done in some CETTs to broaden the field of choice available and/or facilitate access to mentors across organisations. (HUDDCETT, EMCETT). But even the effectiveness of this comes back to the differential capacity of organisations to release staff in order for them to either take on such additional roles or to benefit from them.

A distinguishing feature of the subject/specialist mentoring relationships that are currently being put into place for teachers in training is the use of summative assessment. Whatever variations in the range of definitions of coaching and mentoring are found in the literature, they do not generally include this - indeed it is seen as detrimental to the process.

It can be argued that this tension exists in all teaching roles. For example the tutor both supports the development of teaching skills and assesses them. But the subject/specialist is not being framed as an ITT teacher but as a mentor.
If the requirement is for trainee teachers to be assessed by those with particular kinds of teaching expertise, these people are acting in the role of assessors and should be appropriately trained and/or accredited for this.

In practice the two different roles are being combined. This means that the knowledge and skills, which might underpin any standards and qualifications for people carrying out these roles, will need to be drawn from a range of different sources. And they will not simply be reflected in any one coaching or mentoring model.

In line with this, the table suggests that each of the different roles entail differently combined clusters of skills and knowledge.

On the other hand, what coaching and mentoring have in common and what all of the above roles have in common, is that they involve people working with others on a one to one basis, in order to enhance their professional learning.

A useful model might therefore be to develop a set of standards reflecting the core skills and knowledge required for: *Working with individuals to enhance their professional learning.* In the development of qualifications, a structure of core, generic units might be combined with others to create accreditation appropriate to any particular role.

A further distinguishing feature of coaching and mentoring carried out in the context of ITT is its increasing degree of formalisation. Many organisations have already established relatively formalised coaching and mentoring systems which are used for both CPD and ITT. However, IfL has made it clear that CPD does not necessarily require this. In this case there is perhaps, some encouragement for more rather than fewer informal arrangements (for example involving coaching and mentoring), to be established between individuals. In the case of ITT however, the trend is for relationships to become more formalised.

This process is sketched in the diagram below. The implications of moving from informal to more formalised settings should be the subject of further research. For example, what is the impact on
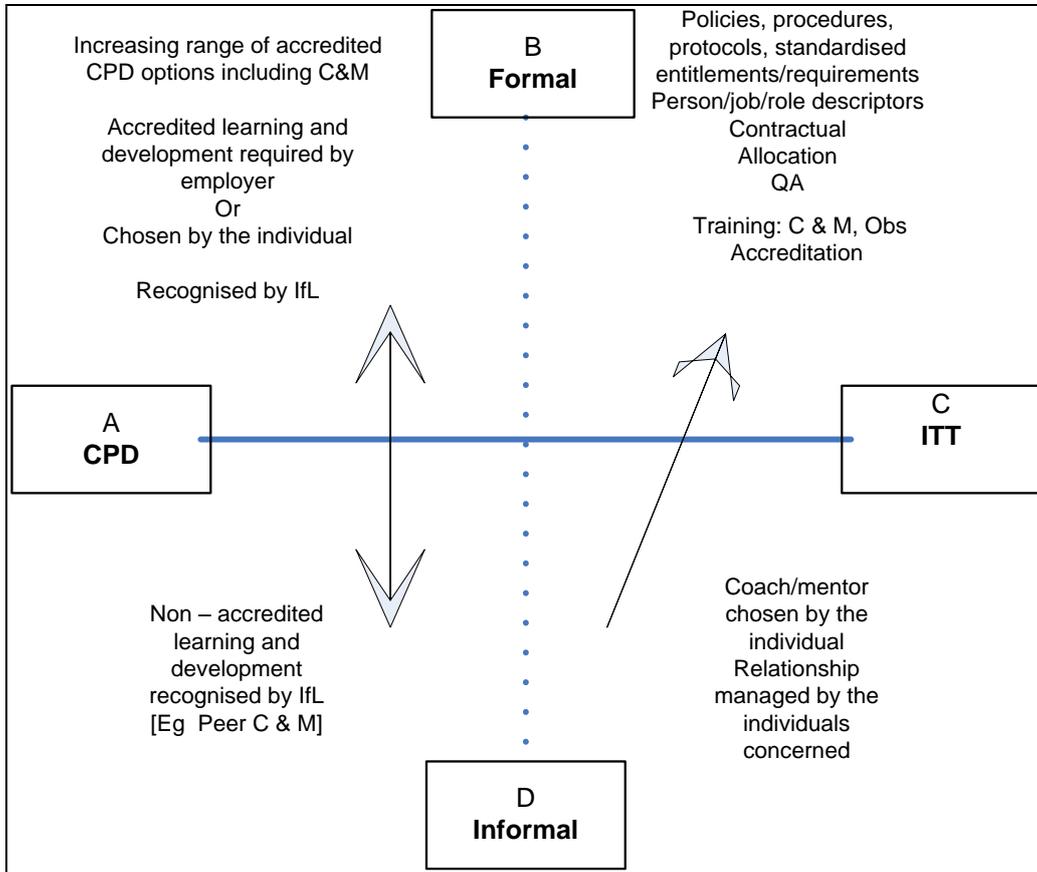- the nature and quality of the learning that takes place?
- the scope for those seeking further development to manage the process to achieve their own goals?
- The degree of choice or voluntarism in the relationship?
- The capacity of providers in the non-FE sectors especially, to make provision that is in line with the requirements.'

In the case of ITT particularly, formalisation may be associated with all of the following features: mentor allocation, hierarchical relationships, (line management) and summative assessment. Such models lie closer to performance management than professional development more broadly conceived (and their appropriateness need to be explored further).

What this indicates is that there is clearly a wide range of applications of coaching and mentoring in the sector and any standards will need to either reflect the various different aspects of this spectrum, or in one set, accommodate them all.

Some features of coaching and mentoring in CPD and ITT
in formal and informal settings
[Arrows indicate general direction of development]

Increasing range of accredited
CPD options including C&M

B
Formal

Policies, procedures,
protocols, standardised
entitlements/requirements
Person/job/role descriptors

Accredited learning and
development required by
employer
Or
Chosen by the individual

Contractual
Allocation
QA

Recognised by IfL

Training: C & M, Obs
Accreditation

A
CPD

C
ITT

Non – accredited
learning and
development
recognised by IfL
[Eg Peer C & M]

Coach/mentor
chosen by the
individual
Relationship
managed by the
individuals
concerned

D
Informal

Section 7
Issues, implications and recommendations re future (LLUK) activity in relation to developing mentoring in the sector.

It is clear that a significant number of the issues and recommendations noted below, are beyond the brief of LLUK and indeed, will require to be addressed through the coordinated efforts of a range of different organisations and agencies.

The emerging issues have simply been listed as they have arisen from the research. Please bear in mind that at this stage they have not been organised, clarified or edited!

Emerging issues,

- The lack of a clear theoretical or evidence base for differentiating coaching and mentoring. [And the confusion caused by differently motivated attempts to differentiate coaching and mentoring roles, relationships, skills and processes]

- The wide 'spectrum' of coaching and mentoring roles and practices in the lifelong learning sector. "No one model of mentoring and no one role of mentor"

- The need for, and impact of central funding for coaching and mentoring to develop/improve teaching staff capacity and capability

- Wide variations in resources for coaching and mentoring. A lack of funding and resources to support coaching and mentoring systems and practices within and between organisations. Particular issues for non FE providers.

- The significance of organisational context and culture for effective coaching and mentoring practice

- Assumptions that assessment should be part of a mentor's role

- In ITT, tensions and issues arising from
    - role of coaches and mentors in summative assessment
    - Role of coaches and mentors who are in managerial/line management positions – role boundaries etc
    - Lack of clarity about purposes of observations by mentors.
    - Confusion of observations, unclear, loose boundaries between eg college QA, probationary, ITT /developmental

- Lack of clarity about the meaning and focus of subject/specialist mentoring

- What selection criteria – excellent teacher lacking subject expertise or any teacher with (excellent) technical subject/specialist knowledge?

- The role of subject learning coaches and their relationship with teacher educators and workplace mentors

- The apparent lack of use of coaching and mentoring to support CPD of teaching and support staff (eg to support the development of teacher educators)

- Difficulty in identifying the underpinning characteristics of a potential mentor – wide variation in styles etc But common characteristic should always apply – they should be a good teacher.

- The strengths and limitations of e-learning in coaching and mentoring training.

- The support and training needs of 'mentees'.

- Training needs to include the use of online communication, eg e-mentoring skills

- Nature of mentor-mentee relationship (incl cross-cultural issues)

- Subject specialism – who is the specialist? How does it relate to subject specialist pedagogy?

- Product v process – introduction of more paperwork (Qual systems) lead to box ticking?

- Systems found are all at different points on a continuum of informal to formal – with full procedures and documentation. More formalisation exists where coaching and mentoring is part of a contract or money is exchanged?

- The impact of the formalisation of coaching and mentoring procedures for trainees, and the capacity of non –FE providers to fulfil requirements

Implications and recommendations

a. Link up work that is being done in the field of coaching and mentoring across the lifelong learning sector by
- individual providers/institutions,
- CETTS
- agencies such as CEL, LSN
- Other sectors such as, local government, community development and schools.

b. Promote more critical evaluation and further theorisation of workplace learning through the use and practices of coaching and mentoring; particularly where it is being used to support workforce professionalisation and the quality of leadership and management in the FE system.

c. Research equality, diversity and cultural dimensions of coaching and mentoring systems and practices

d. Use research findings (particularly relating to the wider sector,) to inform the development of standards in working with individuals to enhance their professional learning, including the use of coaching and mentoring.

e. Develop 'core' knowledge and process units at all levels that might be called '*Working with individuals using coaching and mentoring skills to enhance*

professional learning.'   These units should be context free so that can be used flexibly to underpin a range of qualifications the accreditation of coaching and mentoring in new and emerging contexts. These units should not include summative assessment activity.

f. Link additional units on assessment including observation, to operate alongside the above should the role demand it. This to avoid the confusion and help to clarify the 2 functions in the role eg of some ITT mentors.

g. Conduct a scoping study of existing coaching and mentoring qualifications and awards

h. Clarify accreditation issues in the context of
   ▪ those seeking recognition as 'certified' or registered coaching and/or mentoring practitioners (e.g. accepted by organisations conferring some kind of right to practice)
   ▪ other types of learning and application of the coaching and mentoring knowledge and skills

i. Critically evaluate e coaching and mentoring – in order to establish its effectiveness for supporting coaches, mentors and trainees in the development of their skills.

j. Research and evaluate the meaning and use of 'subject specialist mentoring', and examine the degree to which this promotes effective teaching and learning.

k. Fund research and development projects in CETTS to identify a full range of effective models and practice in coaching and mentoring for the whole sector at the
   ▪ individual level (eg for ITT, management),
   ▪ organisational level, (eg learning context and culture, mentoring systems, peer review)
   ▪ in networks and communities of practice
Particular areas for attention include:
   ➢ Support for mentees
   ➢ Use of coaching and mentoring for staff CPD
   ➢ Links with subject learning coaches
Other questions include:
   ➢ The impact of formalisation of coaching and mentoring procedures on trainees and the capacity of non-FE providers to fulfil requirements
   ➢ Appropriate coaching and mentoring arrangements for the non-FE sector

l. Central funding/ resources to support the development of coaching and mentoring in the FE system (note comparison with schools)

m. Research the use and impact of the LSCs £30m funding to support new and qualifying teachers and the implementation of ITT and CPD regulations in FE, WBL, ACL and LLDD provision.

Summary of main findings and recommendations from presentation June/July 2008

Main Findings

i. . Overall there is a very wide range of uses and applications of C & M in the LLS.
    EG for **ITT**: [subject/specialist mentor, Subject learning coach]; **Induction**;
    Performance; **CPD**: Staff and managers; **Leadership**; **Career**

ii. It is important to distinguish between C&M for CPD and ITT purposes
(Even though in practice, systems that are put in place are likely to
encompass both purposes, roles relationships and responsibilities may differ
radically. Eg issues re assessment and degree/nature of formalisation

iii. Factors which impact on the use, effectiveness and sustainability of C&M across the sector i.e. <u>all uses and applications</u>
[From experience of national projects and CETT research findings]
Key points include:
- Wide spectrum of C & M activities, roles and practices – Uneven development, uneven provision
- Organisational capacity – issues for non-FE providers
- Resource availability and resource utilisation
- Leadership, management and organisational culture
- Underdeveloped procedures for quality assurance, evaluation and impact assessment
- Need for sustainable strategies
- Power in C&M relationships and E & D issues

iv. Coaching and mentoring in the ITT context
In ITT, there is a wide variation in models, practices and approaches and lack
of consensus about what should be in place. The main features and issues
relating to C & M in ITT concern
- **Resourcing:**
Levels of resourcing tend to be low and highly variable between providers.
[Eg the provision largely operates on the basis of goodwill; take up of
mentor training is low due to lack of release. (pp33-34)]

- **Assessment:**
Where summative assessment is built into ITT mentoring, it is essentially a
hybrid role.
    Whatever variations in the range of definitions of coaching and mentoring are
    found in the literature, they do not generally include assessment /judgement -
    indeed this is seen as detrimental to the process. If the requirement is for
    trainee teachers to be assessed by those with particular kinds of teaching
    expertise, these people are acting in the role of assessors and should be
    appropriately trained and/or accredited for this. (pp36 & 41)

Care should be taken to avoid producing standards for C & M in the context of
ITT that 'automatically' incorporate judgement.

- **Management role boundaries**

A significant proportion of mentors is drawn from managerial positions.(p32)

      Issues: hierarchical relationship

           confusion or conflation of roles

           functions of appraisal and assessment confused

           purposes of assessment problematic

- **Purposes of observation**

Eg in respect of Probation, Q A and college audit, performance management,

    A significant number of respondents said that the mentor role is connected to the QA process of Classroom Observation. (p34)

- **Meaning, focus and role of subject/specialist mentors**

Lack of clarity re role and requirements.

    EgWho is specialist in what? What is their particular role re the mentee? What skills and knowledge do they require? What is their relationship to the programme?

- **Relationship ITT and other C & M systems and processes**

    How does C & M to support ITT relate to wider college systems, SLCs etc? Does it make a difference if providers are involved in the delivery of ITT programmes or not?

- **Formalisation processes and impact**

    The majority of the models used are *organisationally imposed/structured systems.*(P33) What is the impact of this?

    Some use of informal and peer mentoring but more formalised models of mentoring seem to exist where there is an explicit contract made in relation to the role and money exchanged.

- **QA/evaluation and impact assessment [including training]**

    Formal systems for providers to monitor quality either are not in existence or not consistently applied.

The above findings remain partial. There is a need for more research and a stronger evidence base.

Recommendations

1. Specify the different uses and applications of C & M in the sector more clearly through further research [Eg see table in report pp 39-40] Vis

- Nature of role
- Relationship
- Responsibilities

2. Develop standards and qualifications to accommodate the range of different applications of C & M in the LLS.

Develop

- **A set of standards** reflecting the core skills and knowledge required for working with individuals to enhance their professional learning.
- **A structure of core units** using generic coaching and mentoring skills and approaches that can be combined with others to create accreditation appropriate to any particular role.
- **A range of additional units** [eg on observation, induction, performance management or assessment] where these do not already exist, that can be clustered with the core to accommodate the range of different applications.

Nb Care should be taken to avoid producing standards for C & M in the context of ITT that 'automatically' incorporate judgement.

3. Link up and share lessons from the whole range of coaching and mentoring activities currently being carried out in the sector [Eg managers, SLCs, staff, ITT]

4. Show case/disseminate CETT products and initiatives across the sector

5. Publish guidance and clarification (especially for employers)
Eg Case studies to illustrate: trainee entitlements, mentoring - roles, responsibilities, selection, training; resource/time implications, relationship to organisational systems (eg QA.). Link between ITT and ongoing CPD.

6. Provide funding to sustain and embed C & M in the wider sector especially. (Nb the example of schools). Especially note C & M to address CPD needs of teacher educators and staff/managers moving across the sector. [vis Catalyst project]

7. Fund research and development projects in CETTS
Eg:
- What kinds of coaching/mentoring (a) teachers in training and (b) teacher educators require. [nb role of CETTs in developing peer coaching & mentoring
- Uses and applications of coaching and mentoring; roles, relationships, responsibilities, and training needs of those involved.
- Survey of resources put into coaching and mentoring for managers, staff and teachers in training [resource size and utilisation] across the sector
- Use of the £30m LSC allocations – good practice examples/case studies
- Survey existing and emerging range of qualifications/awards [and clarify what people are qualified to do]
- Equality, diversity and the cross cultural dimensions of C & M
- The trends and impact of formalisation in respect of C & M in the context of CPD and ITT (see p42 and diagram). Also the impact and implications for trainees where mentors are eg: allocated rather than chosen; in line management positions; work within formalised policies and procedures plus the degree to which relationships are equal in practice (p39)
- The effectiveness of e learning for mentors

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Appendix 1

WMCETT – Findings from Mentoring Survey.

This survey included mentoring for all purposes ie not just ITT

Issue/Question	Findings
Number/Type of institutions surveyed.	24 approached. 16 responded. 67% engagement. 14 FE providers and 2 HE took part. (2 non FE institutions were approached but declined)
ITT Provision	13 (81%) were providers of ITT. 3 (19%) receive ITT from a partner organisation.
Mentoring support provided	100% provide some mentoring support for staff : ▪ Teachers in training ▪ New staff ▪ Underperforming staff Some respondents also identified that they use mentoring for the following: Dyslexia (19%), Mental health/disability (13%) Literacy/numeracy (13%), IT (13%) Staff moving into new subject areas (13%), Behaviour management (6%), Classroom coaching (6%).
Mentoring Structures	44% have a mentoring pool plus specialist mentors. 19% have only a mentoring pool. 37% have only specialist mentors. 50% said that their mentors were also learning coaches.
Number of mentors within institutions	The Largest FE College in the survey has 145 mentors. The average number was about 45
Mentoring roles in relation to main employed role.	41% are managers. 33% are senior teachers 26% other.
Recruitment and Training	All of the respondents invite/handpick their mentors but 19% also have an internal application and selection procedure. Other methods of selection include: ● Mentors volunteering themselves ● Heads and deputy heads of departments automatically being designated as mentors ● Selection being based on "advanced practitioner status" of staff ● Trainees being expected to arrange their own mentor 100% of respondents provide some training.

	Accreditation /non-accreditation of existing training programmes.
	• 8% are accredited, internally provided • 39% are accredited, externally provided • 42% are non-accredited, internally provided • 11% are non-accredited, externally provided 87% of respondents identified that they would like more training than is currently available. 50% of respondents said that they would like to have more accredited training. Respondents who commented said that training should be: ▪ Short (Due to work pressures) ▪ Not expensive.
Policies and procedures	64% have mentoring policies and procedures 44% have no policies and procedures. 81% have supporting guidance/documents for mentors. 19% have no supporting documents.
Matching of mentors to mentees.	Mentors were allocated by a variety of methods ranging from self selection to organisational matching. 73% allocated according to subject specialism. 18% allocated because they are senior teachers. 9% allocated because they are managers. But 25% said they were always able to find mentors. 75% said they sometimes have difficulty in finding suitable mentors. Those who said they had difficulty said that this was usually in new areas, very specialist areas, or around working with learning difficulties and or disabilities. A range of 21 difficult subjects areas was identified including: Upholstery, law, hair and beauty, performing arts, engineering, counselling etc.
Approaches applied when mentors are not easily available.	When a suitable mentor cannot be found the following measures have been used: • Local links are made • ITT staff take on the role of mentors • They go for the nearest match • The trainee's line manager becomes the mentor

	- A mentor will be allocated according to experience if a subject specialist cannot be found - The college teaching and learning mentor will become the mentor - The college will draw upon their pool of generic mentors - It is left to the student to find a suitable mentor.
Role of Mentor	Respondents were asked what their mentors were expected to do 100% said they are expected to have regular meetings with trainees 100% said they are expected to observe trainees' teaching 88% said they are expected to give written/verbal feedback 81% said they are expected to support lesson planning 63% said they are expected to liaise with trainees' assessors 31% said they are expected to liaise with trainees' managers 19% said they are expected to team teach with trainees When asked how frequently mentors and mentees had meetings, the responses were as follows: 19% said weekly 19% said monthly 19% said termly 43% said other Asked if mentor observation was linked to the college's general observation scheme? 56% said Yes 44% said No
Range of mentor activity	Respondents were asked to identify how mentoring is used in their organisation. The responses were very similar. The main differences were in relation to the degree of formality. Examples of activity: - Advanced practitioners provide mentoring to staff and NQTs - Subject Learning Coaches provide support for the ITT programme - Poorly performing staff are placed in the

	capability and disciplinary procedure • Induction mentoring – all new staff are provided with a mentor • ITT mentors are separate from other mentors • Curriculum Area Manager provides mentoring to all new staff and trainees • New managers are allocated a mentor for first few months • The mentor observes teaching practice and provides feedback • A buddying scheme for new staff • Subject specialist mentors for ITT trainees • No formal model – mentors are allocated and problem are dealt with as they arise
Models of Mentoring	Respondents were asked if they used any particular theoretical model to support mentoring. The only one identified was: • Clutterbuck's Mentoring Model 1985
Impact	Respondents were asked to identify the 'impact' mentoring has had in their organisation. Mostly the responses were positive and included: ▪ Confidence that staff are supported ▪ Contributes to the stability of the workforce ▪ Support in personal and professional development ▪ Increased awareness ▪ Collaborative professional dialogues ▪ Strengthened partnerships between institutions. ▪ Improvement in the quality of teaching and learning. ▪ Confidence in delivery ▪ Sharing good practice ▪ Provides a communication network ▪ Helps staff retention ▪ Staff qualifications ▪ Mentors and mentees find it beneficial. ▪ Fewer problems raised. ▪ Positive impact on staff morale. ▪ Lesson grade profile has improved ▪ Improved lesson observation grades. Negative responses were: • Mentoring is undermined by OFSTED who are more concerned with grading observations of staff instead of supporting them • Differences between different mentors – variation in standards • There are problems when mentors are not fully committed to their mentees
Challenges to sustaining	Respondents identified the following:

mentoring.	- Providing remitted time for mentoring. - Keeping up with the growth rate required within the college. - Trying to create a sustainable programme for the next five years. - Monitoring the quality of Mentors. - Lack of suitable mentors in particular areas - Ensuring there are enough mentors for the future. - Creating time and opportunity for training. **More than 50% mentioned time and cost as a major issue.**
Relationship between ITT mentoring and other mentoring activity.	56% said that ITT mentors were part of mentoring pool. 25% said that ITT mentors were separate from other mentors.
Planning to develop mentoring in the future.	Respondents were asked to identify how they intend to develop their mentoring provision in the future. The following examples were given: - Use injection of Government funds to strengthen provision, though this money will not be available next year. - We aim to use our Level 5 trained colleague as trainer of other mentors. We would like to enable more staff to gain L4/5qualification in mentoring - We plan to update our policies and offer further training to ensure that all staff needs are being met. In addition we need to review the relationship between mentoring and our advanced practitioner scheme to use both systems effectively and appropriately. - Use some of the funds allocated to us to widen our ATP team, so there is an ATP within each programme area. This should ensure that the majority of staff have a subject specialist who can support them through their training. - By stronger partnership working including sharing of mentoring resources with partners. - To formalise mentoring provision during 2008 and to include appropriate training and development in mentoring skills for

	established specialist teachers.
	• We have allocated funds to each Curriculum Area to allow them to react to needs as they arise. As the Teaching and Learning Coach, I will co-ordinate this process and link it to the Curriculum Area Review and ITT provision of Mentoring.
	• Through further work with University of Worcester parntership for LLQT and in house reviews for non-UW ITT course.
	• We have yet to fully establish the system for the new programmes as the CTLLS and DTLLS have only just started but, given that we have 49 trainees and mentors on the flexi programme of the Cert Ed,I do not see that this will present us with a big issue
	• We are currently firming up a programme of training and package of rewards to offer subject mentors. We hope the WM CETT's mentoring project will result in additional training and networking opportunities for our future mentoring provision
	• Work within the framework and guidance provided by the University which will lay down minimum requirements for trainee teachers. This entails training 'key' mentors who can then train subject specific mentors across the college as and when.

Appendix 2

Findings from mentoring surveys Loncett and Westminster Partnership CETT

Loncett

Question/Issue	Findings
Number/type of institutions surveyed	26 approached, 11 responded, of which 10 were FE/HE and 1 ACL
Methods	Questionnaire, focus groups and observation of training sessions
Focus	ITT
Trainees	799, of whom 91% in-service, 9% pre-service, 2% f/t, 2% distance learning, 96% p/t, 25% internal to organisation, 75% external to provider 82% are based in HR/FE 73% ACL 64% community organisations 36% WBL 27% Prison education 36% other
Responsibility for organisation of teaching practice for pre-service trainees	18% trainees 27% teacher training team 9% combination of above 9% LSU development project 18% Not known
Mentoring provision	55% of trainees do not have an identified mentor 45% have an identified mentor
Who organises the mentor provision?	27% Trainee themselves 27% Mentor 27% Combination of above 19% other *Trainees are invited to identify a potential mentor*
What happens if the trainee's workplace cannot provide a mentor?	27% Training programme finds mentor 18% Trainee can't join the programme 18% strategies are being developed 9% Programme finds mentor or peer mentors may be used 9% generic mentors are used 9% tutorial system used 9% NA all trainees are internal
Are mentors generic or specific?	0% generic only 73% subject specific only 18% some of each 9% not known
Range of subjects for which mentoring is provided	Two providers in the survey have subject mentors working in 17 different curriculum areas. Five providers have subject mentors in between 5 and 10 curriculum areas, two have 3 or less, two didn't specify. The top 17 of 22 different subject areas specified, in order of frequency are: ICT 51 trainees (34 in one provider) SfL numeracy 46 trainees (33 in one provider)

Question/Issue	Findings
	SfL literacy 37 trainees (27 in two providers) HSC 32 trainees (15 in one provider) SfL ESOL 29 trainees (24 in 2 providers) Construction 28 trainees (21 in 2 providers) MFL, ESL, BSL 20 trainees (17 in 1 provider) Business 19 trainees Humanities 15 trainees (10 in 1 provider) Hair and beauty 15 trainees Engineering, motor mechanics 11 trainees (10 in 2 providers) Hospitality 10 trainees Sport and fitness 7 trainees Art and design 6 trainees Dance, music and drama 6 trainees Supported learning, Life skills, SLDD 6 trainees Media 5 trainees The total number of subject mentors working in each provider was as follows: More than 50 36% Between 25-49 9% Between 15-24 18% Less than 15 9% Unspecified 27%
Formal requirements for placements and mentors	45% Yes 36% No 9% yes for pre-service, no for in-service 9% unspecified
Who monitors the quality of placements?	36% visits by training team 27% internal QA system of placement provider 9% both of above 9% organised by LSU as part of project 9% NA
Formal contracts between training providers and organisations providing teaching practice placements	Yes 36% No 64%
QA requirements for mentors	Qualifications 0% Training provided by ITT provider 63% Training provided by host 27% Training provided by other 36% Your selection criteria 27% Host's selection criteria 9% High grades in teaching observations 36% Minimum years teaching experience Average 2.33
Mentor role	Be present at all times in the classroom: No 73%; Yes for pre-service trainees 18%; NA 9% (NB assumes blank means No) Organise work of trainee in the classroom: No 63%; Yes 9%; Yes initially 9%; Yes for pre-service trainees 9%;

Question/Issue	Findings
	NA 9% (NB assumes blank means No) Supervise lesson planning: Yes 36%; Yes initially 18%; Some input 9%; Yes for pre-service trainees 9%; No 27% (NB assumes blank means No) Informal observations of trainee: Yes 82%; No 18% (NB assumes blank means No) Informal feedback: Yes 91% No 9% (NB assumes blank means No) Formal graded observations: Yes 82%, No 18% (NB assumes blank means No) Formal written feedback: Yes 63%; No 36% (NB assumes blank means No)
Further expectations of mentor role	Weekly mentor meetings 1 provider Keep reflective journal, attend meeting 1 provider Contribute to assignment feedback 1 provider *'Mentors contribute to assignment feedback as well as teaching observations. They perform a subject advisory role to the tutor assessors, for example, they complete forms that confirm the appropriateness of lesson plans, schemes, resources, etc.*' Attend team meetings - 3 per year 18% - 2 per year 18% - Briefing plus 2 follow-up meetings 9% - Yes but unspecified how often 9% - No or unspecified 46% Provide a written record of trainee's work in classroom Yes 64% No 36% Provide written reports – qualitative assessment of TP - 3 per year 27% - 2 per year 9% - 1 per year 9% - Yes, but unspecified how often 27% - No or unspecified 27% Carry out and report formally on graded observations of TP - 3 per year 9% - 2 per year 9% - 1 per year 9% - Yes, but unspecified how often 18% - No or unspecified 55% *'[We expect] feedback at the end of training'* **'***We specifically ask mentors to help with developing teaching practice NOT assignments*' *'All observations are graded and carried out variously by tutors, subject mentors and/or line managers. Participants may submit "internal inspection" reports carried out by appointed observers as long as they fulfil organisational QA requirements and are graded.'*

Question/Issue	Findings
Are standardised observation protocols and reporting forms required?	Yes 73% No 18% Not specified 9%
How are graded mentor observations moderated?	Observations carried out jointly by mentor and trainers 27% Grades moderated by 'employing organisation' 9% Mentor observations not graded 64% *'The first observation is a paired observation – tutor and mentor together. If the tutor feels there is a need for further observations then they are arranged. Reports will be moderated and further training in observation procedure offered if required, based on the written evidence.'* *'Joint observation in year 1, moderation of observations in year 2 by course team and mentor'* *'Joint lesson observations with tutors/lecturers and compare grades. Where there are discrepancies, there is negotiation and agreement.'* *'Not graded in all cases, use action points and targets'*
How do mentors contribute to trainees' ILPs	Written reports to the training team 27% Indirectly through trainees 27% Through contributions to targets 18% Not sure, undecided, unspecified 27% *'No direct contributions, only through trainees at tutorials'* *'Mentors provide a written feedback report to both trainee and trainer which is used to update ILP'*
How do you ensure mentors work according to your expectations?	Visits 9% Email and phone communication 18% Training, regular meetings 9% Through feedback from mentees 27% Other or unspecified 36%
How is the work of your mentors remunerated?	Fixed payment for all: 9% (15 hrs per year @ £20; 30 hrs per year unless 'up to hours') Hours remitted from teaching workload for all: 27% (10 hrs per year; 30 hrs per year for in-house mentors; 15 hrs per year) Some paid, some hrs remitted: 9% (7 hrs per year x £25 tbc, 7-8 hrs per year remitted) Some paid, some remitted, some none: 9% (15 hrs overtime x £20, 15 hrs remitted, none in small and private training providers) None: 9% Don't know or unspecified: 36% *'There is a wide range of remuneration, no standard even within the organisations'*

Question/Issue	Findings
What professional support do you expect your mentors' organisations to provide for them?	No discernible pattern Sample quotations from data: *'University provide training and materials, we provide training'* *'Expect the same as we provide for our mentors, but this rarely happens'* *'Time to attend briefings, hold meetings, attend training if appropriate'* *'Only use own mentors, and support provided through in-service training'*
Providers aware of the new £30m funding stream for mentoring etc?	Yes 100% No 0%
Providers with formalised plans to make use of the funding?	Yes 9% No 91%

Appendix 3: **Westminster Partnership CETT: Mentoring provision for OBU partners**

Issue	Findings
Number/type of institutions surveyed	4 FE 1 HE 1ACL
Focus	ITT
Methods	Examination of documents and interviews with course leaders
Trainees	45 HE – based 99 FE – based 7 ACL - based
Responsibility for organisation of teaching practice for pre-service trainees	Course leader & university-based placement coordinator
Mentoring provision	All trainees have an identified mentor
Who organises the mentor provision?	Pre-service trainees: Placement-based coordinator *At the teaching placement, pre-service students will have a Co-ordinator who will be a senior member of staff and will act as a liaison between the placement and the University*. (f/t handbook) In-service trainees: The trainee *It is your responsibility to be actively engaged in each stage of the training process and to identify your own mentor who will be approved by your tutor. (P/t handbook)*
What happens if the trainee's workplace cannot provide a mentor?	Pre-service trainee – would not be offered a place on the programme In-service trainees – mentoring would be provided by the tutor
Are mentors generic or specific?	Pre-service trainees – specific In-service trainees – mainly specific *She's not exactly my subject but we're in the same programme area (Trainee)*
Formal requirements for placements and mentors	Pre-service trainees – Yes, written into partnership agreement. In-service – expressed as 'wish list'
Who monitors the quality of placements?	Pre-service trainees – Placement coordinator and course leader report to course committee, informed by teaching team visits to placements and student evaluations In-service – as above
Formal contracts between training providers and organisations providing teaching practice placements	Pre-service – yes In-service - no
QA requirements for mentors	Pre-service – teaching qualification and experience (unspecified), other requirements expressed as a wish *All students will have a mentor who will be a qualified and experienced FE teacher, ideally a subject learning*

Issue	Findings
	coach or advanced practitioner who will take responsibility for students' professional development in their teaching areas. (f/t handbook) In-service – course leader 'approval' – basis unspecified *It is the responsibility of students on the in-service programme to identify appropriate mentors and to ensure that the course leader approves them. (P/t handbook)*
Mentor Training	Pre-service – offered to all placement providers, take-up of face to face training very low – 10% in 2007/8 *I couldn't get anyone to come to the training session. Most of the mentors have had students before so they know what to do (FE-based placement coordinator)* Mentor handbooks provided for all pre-service and in-service mentors
Requirements of Mentor role	Pre-service – Minimum requirements *table below* In-service – one mentor observation report required Mentor observations are formative. There is no grading of assignments or observations by either mentors or tutors. *It makes no sense to grade observations, we're not Ofsted. We want students to ask us to come to challenging lessons so we can give advice and guidance. If we graded they'd play safe and lose the chance to develop. (In-service course leader).* (See also appendix z)
Are standardised observation protocols	They are provided (in mentor handbook) but not required.

Requirements of Mentor role – Pre-service Minimum requirements:

Half Terms	Individual discussion/checking progress	Observing teaching and giving feedback	Informal report to College Co-ordinator
Term 1 to end of December	3	1	1
Term 2 to end of February	2	1	
Term 2 to Easter	2	1	1 Contribution to mid-year review
Term 3 to half term	2	1	
Term 3 to end of academic year	1	1	1

Issue	Findings
and reporting forms required?	
How are mentor judgements on observations moderated?	Where possible joint observations with mentors and tutors occur – approx 20% pre-service programme Mentor reports are reviewed with tutor and targets transferred to ILP. All previous observation reports are available to observing tutors and progress towards targets monitored.
How do mentors contribute to ILPs?	Pre and in-service, observation reports are reviewed and targets transferred to ILP Pre-service – written progress report against specified criteria required at mid-year (60% submission of reports in 2006/7)
Further requirements of mentor role	Pre-service only - sign record of teaching practice compiled by student - sign record of mentor meetings and agreed targets compiled by student
Mentoring Strategies	Sharing Practice – pre-service 100%, in-service rare Collaborative teaching – pre-service 80%, in-service 0% Co-analysis of practice – pre and in-service 100% Counselling and support – 60 % pre-service students identified their mentor as being *very supportive* (2006/7 cohort), in-service not known Further details appendix y
How do you ensure mentors work according to your expectations?	Monitoring of trainees' folders Trainee reports at tutorial Phone and email contact *'We tried a newsletter this year, modelled on the CETT newsletter. It was very well received' 9pre-service course leader)* *With great difficulty. It's easier for pre-service students because we pay for\mentoring. With in-service we rely on good-will so we can't make demands. (in-service course leader)*
How is the work of your mentors remunerated?	Pre-service: '*We pay £500 per placement. One of the placement colleges gives this directly to the mentor. One gives it to the curriculum area where the student's placed and one I know holds it centrally. I assume others do too'.(Course Leader)* Pre-service and in-service: no mentors receive remission *'We try and sell it (mentoring) to them on the basis of their own development and improvement of teaching and learning to the college, but basically we rely on good-will. The £30 million seems to be in a black hole' . (in-service course leader).*
What professional support do you expect your mentors' organisations to provide for them?	*'None. I don't think that many organisations have understood yet the benefits that mentoring ITT students can have for the organisation as a whole. (course leader)'*
Providers aware of the	*'Largely, no, not until we told them and that includes an*

Issue	Findings
new £30m funding stream for mentoring etc?	*assistant principal responsible for teaching and learning. I spoke to teacher training managers in 2 large colleges last month. Neither knew their college had received £100,000' (CETT project manager)*
Providers with formalised plans to make use of the funding?	Not known

Appendix 4: Students' perceptions of good mentoring
relationship (Source: Westminster Partnership CETT)

Legend:
- supportive
- approachable
- open
- empathic
- friendly
- encouraging
- warm
- repecting my opinions
- sensitive
- compassionate
- methodical mind
- honest
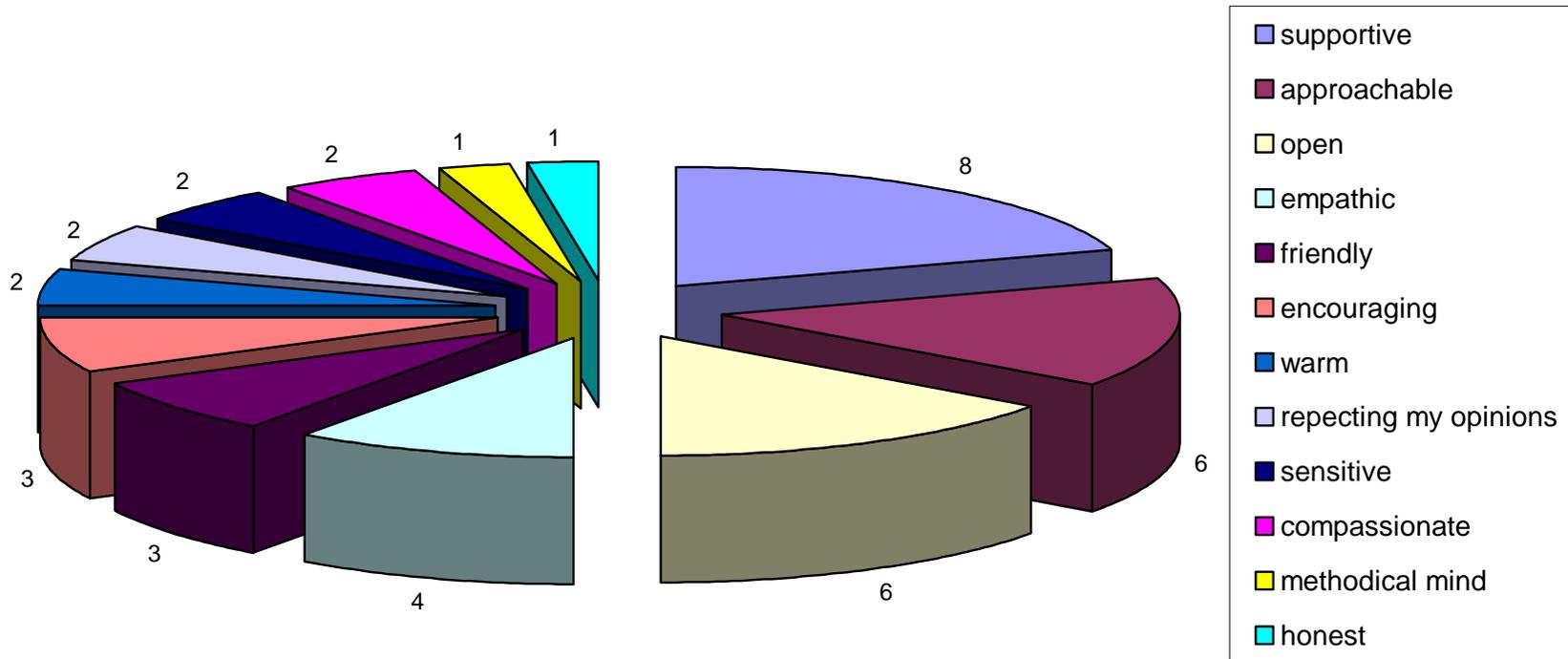
Appendix 5: sample mentoring agreement

Name of student	
Subject specialism	
Personal tutor	
Name of mentor	
Mentor's institution and address	
Mentor's phone no.	
Mentor's email	
Mentor's full job title	
Mentor's subject specialism	

The mentor agrees:
- To maintain appropriate confidentiality about Mentoring discussions
- To use the Skills Audit (or other appropriate self-assessment tool) to assess the mentee's subject specific knowledge and CPD requirements
- To agree at least three SMART subject specific objectives with the trainee and to work towards these over the duration of the CertEd
- To discuss and agree when and where to meet together
- To write an Initial Review after the Autumn half term and two Reports (one in January and one in April) to be emailed to the mentee's personal tutor and course leader
- To assist the trainee with schemes of work, lesson planning and resources
- To assist the trainee with good practice
- To assist the trainee with any relevant issues identified and agreed in the Individual Learning Plan
- To observe the trainee once each year, the first observation being a joint observation with the personal tutor
- To write evaluations of the teaching observations which are discussed with the trainee and to give the trainee a copy of the evaluation
- To attend such meetings as may be required by the college in order to prepare for, carry out, review and develop the Mentoring process
- To allow the mentee to observe some of their classes

- To advise on appropriate Continuous Professional Development
- To advise appropriately on the subject-specific aspects of the research report required for Continuing Personal and Professional Development

The trainee agrees:
- To work towards at least three SMART subject specific objectives with the Mentor over the duration of the CertEd
- To keep the Mentor informed about his/her teaching
- To review with the Mentor a copy of the Individual Learning Plan
- To evaluate the Mentor's observations
- To meet, email or telephone the Mentor at mutually convenient times to discuss progress
- To observe the mentor teaching once each year, to complete written evaluations and to observe a qualified teacher in their own subject area once a year

The institution providing or paying for the mentor agrees:
- To pay the mentor a **minimum** of 20 hours per year, per mentee (or to provide monetary equivalent)
- To support the mentor's training
- To provide the appropriate course leader with the mentor's CV on appointment

Objectives agreed between Mentor and Trainee

Objective 1	
Objective 2	
Objective 3	

	Signature	Date
Trainee		
Mentor		

Coaching and mentoring in he lifelong learning sector in England
Short scoping study to inform the work of LLUK

> ## Urgent invitation!
> LLUK has commissioned a short scoping study to support their planning for the next phase and to prepare the ground for future work in coaching and mentoring.
> **Deadline March 31st.**

Why should you contribute?

A number of CETTS have been engaged in innovative research and development activities in coaching and mentoring over the past year. LLUK wants to ensure that their future work, for example in the development of standards and qualifications is properly informed by this. In addition, a more substantial piece of research is being planned and knowledge of your work is important to ensure that this project will be appropriately designed and that it addresses the right questions.

Questions already identified include:
- Who are coaches/mentors? Who do they work with? Where do they come from (i.e. what route do they take to becoming a mentor/coach?)
- What forms of coaching and mentoring are there in the sector? How are they managed, developed and sustained? What models underpin them?
- How does coaching and mentoring differ across contexts and target audiences? What are the commonalities of practice?
- What good practice* models exist? [* ie particularly effective in a given context]
- What are the needs? What issues in relation to coaching and mentoring need to be addressed?

The aims of this study are to ascertain the range and types of:
- **Existing coaching and mentoring activities in the CETTS: research, development of qualifications, training programmes and training materials**
- **New developments in coaching and mentoring that are planned**
- **Findings/outcomes from activities to date**
- **Future and emerging needs in relation to mentoring and coaching to inform national planning.**

Jill Hardman and Susie Knight (WMCETT) and Jenny Hankey (WESTMINSTER PARTNERSHIP CETT) warmly invite you to add to our contributions by responding to the 3 questions in the report form below.

We will attempt to pull the information together to identify key findings and outcomes, common strands and variations.

We recognise that much of your work, like ours may still be at an early stage and/or in draft form. Please tell us about it anyway! And indicate what stage the work is at.

The final report to go to the QIA CETT mentoring sub-group for sign off.

The deadline is **very** short. Please submit your contributions by 31st March at the latest to: Jill.hardman@poptel.org
This is your chance to show case your work and to make a difference.

Scoping project report

Organisation name:	Respondent name:
Address	Role/Position
Email Telephone	Email Telephone

Please address the following 3 areas using as many words as you need. Your responses to the questions will be used in the report.

Please attach any relevant materials to illustrate your points in appendices. Indicate their status e.g. final/draft and your preferences regarding dissemination. No materials will be passed on without your permission.

1. Outline of nature and range of mentoring and coaching activities undertaken
Please identify what kinds of activities you have
a. been engaged in and/or supported over the past year.
b. planned for the next period(s)
And please could you briefly explain the rationale for these.

2. Interim findings/outputs from coaching and mentoring projects undertaken
Please outline the main
- outcomes/ outputs/types of product from your activities
- findings from any research (attach executive summaries where appropriate)

3. Emerging and future needs in relation to mentoring and coaching in the lifelong learning sector
From your experience of the development of coaching and mentoring in the lifelong learning sector so far, please give us your views regarding:
a. distance travelled (where you were, where you are now)
b. emerging and future needs.
c. how LLUK 's work in the coming phase can best support developments.

4. Are you aware of any other current or planned coaching and mentoring activities that should be considered in this review?

Many thanks for your contribution to this study. A copy of the report will be sent to the contact you have given, following its submission to the QIA CETT mentoring sub group.
Signed: Jill Hardman, Susie Knight (WMCETT); Jenny Hankey (WESTMINSTER PARTNERSHIP CETT)

Please submit your contributions by 31st March to: Jill.hardman@poptel.org