

**Coaching and mentoring in the Lifelong Learning Sector in England.  
A scoping study to inform the future work of LLUK**

**Summary and presentation: Jill Hardman  
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**Aims: to identify**

- Existing coaching and mentoring activities in the Centres for Excellence in Teacher Training (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 by Lifelong Learning UK (LLUK).

**Who** Jill Hardman West Midlands CETT (WMCETT), Susie Knight (WMCETT), Jenny Hankey (Westminster Partnership CETT)

**What** Overview of the scope and range of Coaching and Mentoring (C & M) activities in the Lifelong Learning Sector (LLS)

**Why** To inform LLUK planning re the Teaching Qualification Framework (TQF) and the Workforce Development Strategy (WDS)

**When** Bad time - Quick time! 3 weeks over Easter break (an extended period this year) to meet end of financial year deadline.

**How** Questionnaire, interviews, desk research

**Respondents** HUDDCETT, Peninsular CETT and EMCETT, WMCETT, LONCETT and the Westminster Partnership CETT).  
QIA, LSN, Centre for Excellence in Leadership (CEL), Wolverhampton University.

**Report contains**

**i. Background [Section 1]**

- Projects involving coaching and mentoring funded by: FEFC 2001; DfES Standards Unit 2004; QIA CETTs 2007

Note:

- Shift from coaching and mentoring (C&M) in broader developmental - anti-judgemental, non-managerial quality improvement (QI) paradigm (2001) to narrower Initial Teacher Training (ITT) focus.
- Uneven development between CETTs (and geographical areas generally) at the start, as result of some organisations having participated in earlier DfES funding. [Arguably, the impact of the 'inputs' has been greater than the 'outputs' of these pilots. ie these 'pilots' had a greater impact on the participant organisations as a result of the direct funding they received, than they have had on other organisations subsequently, as a result of being published].

**ii. The experience of some national initiatives [Section 2]**

- Some examples explored of significant change and improvement programmes based on coaching and mentoring, such as the National Teaching and Learning Change Programme (NTLCP) - Subject Learning Coaches; LSIS (CEL) Executive and Leadership and management programmes; Schools sector mentoring

Lessons:

- No empirical basis for making a definitive distinction between 'coaching' and 'mentoring', nor clear benefit from doing so.
- Embedding national improvement and change initiatives requires predictable levels of funding which is sustained over time.
- The impact of national projects at organisational level in the LLS is reduced by: leaders/managers' non-strategic approach. Lack of resources/time for practitioners at organisational level.

### **iii. CETT activities and future plans in relation to C&M [Sections 3 & 4]**

- These include: Training; research/scoping; developing frameworks and systems; support materials and processes [eg networks/database]. Year 2 in addition to these includes: focus on training trainers, accreditation, evaluation, and dissemination.  
(Some example materials from CETT activities are included in the appendices)

### **iv Sample of Interim findings from CETT activities [Section 5]**

Respondents were generally very positive about the outcomes of mentoring for mentor and mentee. (p36)

Other points included below.

### **v. Concluding discussion - issues, implications and recommendations**

Proposals for future LLUK activity in relation to developing coaching and mentoring in the sector are outlined. [Sections 6 & 7]

## **Main Findings**

### **i. Overall there is a very wide range of uses and applications of C & M in the LLS.**

In addition to the use of coaching and mentoring in ITT to support the development of subject teaching in the context of the workplace, [subject/specialist mentor, Subject learning coach]; coaching and mentoring is also used in the context of: **Induction; Performance; CPD** (Staff and managers); **Leadership; Careers.**

### **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. all uses and applications**

[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)

Conclusion: 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, Quality Assurance (QA) 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.

Eg Who 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