EIS Professional Learning Conference

Coaching and Mentoring

Elaine Napier
Senior Education Officer (Early Phase)

Aims for today:

o To develop essential skills for non-directive coaching:

- Questioning

- Listening

- Summarising

- Feedback

o To coach in a way that enables higher levels of performance and contributes to others' personal development

SUCCESS!

o Introduce yourself

o Share your experience of coaching and mentoring

o Tell the group about something that has made you smile this week

Coaching vs Mentoring

Coaching

Mentoring

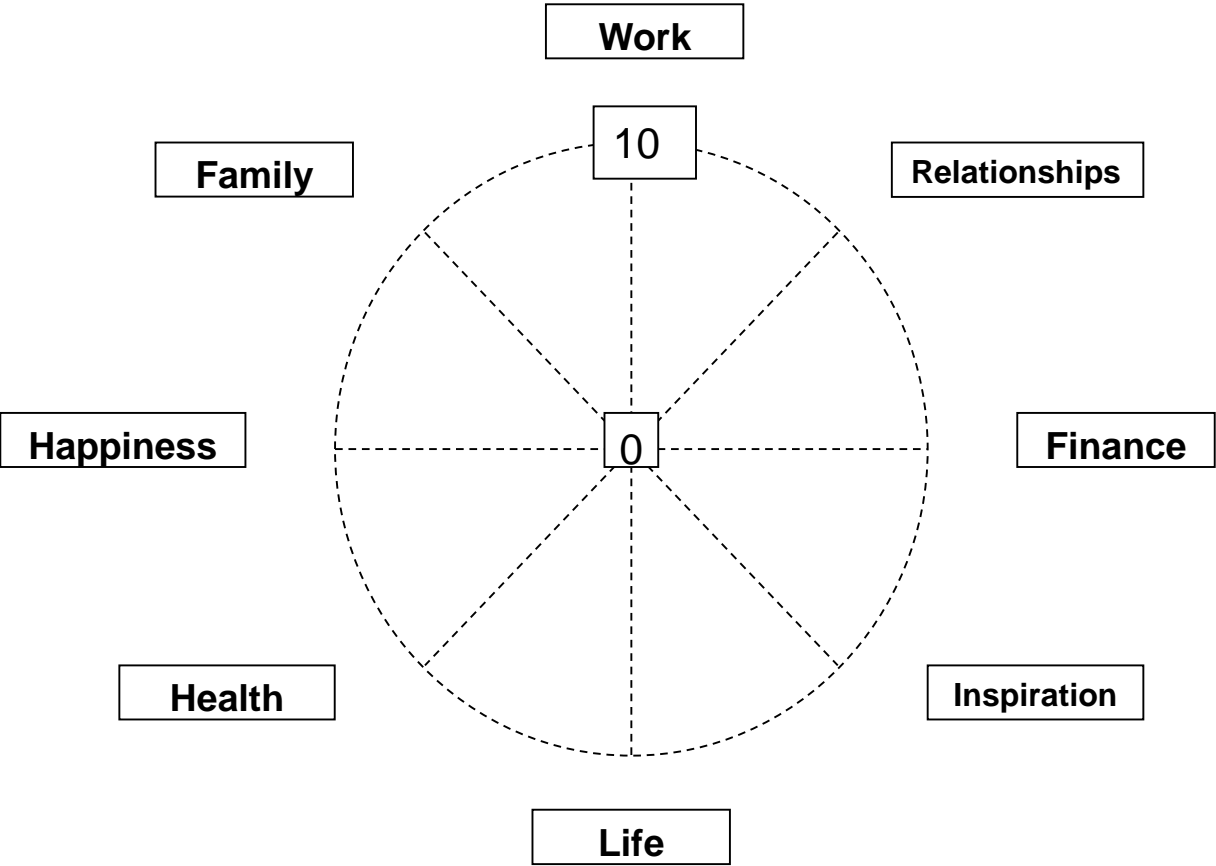# What distinguishes coaching from mentoring?

Mentoring is:

o Delivered by an experienced and usually senior manager

o Focused on career development, policy, politics and networking

o Giving advice

o More free-form

What distinguishes coaching from mentoring?

Coaching is:

o Solution and action focused

o Awareness based

o Focused towards task, performance and development

o Non-directive

o Structured

o Engaged with a 'boss', peer, colleague or external

Success Wheel: "Wheel of Life"

What are the key elements of establishing and maintaining an effective coaching relationship?

How could the Success Wheel be adapted to use with colleagues or pupils?

Reflective questions for a coaching wheel

o How is '**this area of the standard**' reflected in your work context?

o Where would you like to be with '**this part of the standard**' in 6 months/this time next year?

o How will you seek ongoing feedback in relation to '**this part of the standard**'?

o What resource do you need to better develop '**this part of the standard**'?

o What development needs do you have in relation to '**this part of the standard**'?

o How do you plan your professional learning to enable you to develop in these areas? What support would you require to meet those needs?

o In what ways do you engage with professional literature, theory, research and policy to challenge and inform your thinking and practice?

o As you develop accomplishment and expertise in a specific area how do you share this with colleagues and lead developments within and beyond the school community?

For discussion:

o How could you use a coaching approach to boost a colleague/pupil's confidence?

o How could coaching be used to challenge a colleague/pupil?

From what we have discussed and shared today, what can you commit to trying when you are in your role on Monday?

Elaine.Napier@gtcs.org.uk

@ElaineNapier