



Professional Learning Conversations for Mentoring & Coaching

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Workshop Objectives

- To set the context for teacher professionalism and professional learning in Scotland
- To examine the use of non-directive coaching in relation to supporting professional learning
- To explore self-evaluation approaches – scaling and success wheels
- To develop coaching skills in identifying professional learning needs



National Improvement Framework (NIF): teachers & school leaders

- develop as **enquiring professionals**
- are **empowered** (as well as parents, young people)
- with informed, expert **professional judgement**
- developing **collaborative professionalism**
- to make **best informed decisions** for young people



- What does teacher professionalism mean to you?
- What is the relationship between teacher professionalism and professional learning?

Teacher Professionalism in Scotland



Teacher professionalism is about who we are as professionals.

It's:

- our 'way of being' & how we act and why – our 'professional identity'

It's about developing;

- collective autonomy & collaborative practices
- professional knowledge & understanding
- an enquiring approach

So that we can

- be empowered
- use critically informed professional judgement

To make the best decisions for our children and young people. This is the foundation of professional trust.

This is supported, and enabled through leadership of self, others, change, collaboration, learning and culture.

Professional Learning

THE IMPACT

Leading and
developing

Knowing why,
knowing what,
knowing how

Developing professional
knowledge and
understanding

Being and becoming an
enquiring professional

Thinking Questioning

Legitimate
knowledge creators

Developing
an enquiring
position

Exposing
beliefs, assumptions,
values and practices

Knowing and
evidencing impact

Being critical

Developing understanding
Investigating

Having a voice

Develop knowledge &
understanding and skills

Be nurtured

Flourish, succeed
& achieve

Have ownership

Be actively involved
in learning

Be empowered

Have a voice
and be confident and
enabled to use it

Find joy

Be motivated

Be creative

Be engaged

'mind' and have
courage to act

Be curious

Be enquiring

Who am I as a
TEACHER/LEADER?

What does this mean
FOR LEARNERS?



Think about your professional learning over the last year or two:

- **What has been most significant?**
- **What has had the most impact?**



Coaching & Mentoring to support professional learning

Coaching V Mentoring

What distinguishes coaching from mentoring?

Coaching V Mentoring

What distinguishes coaching from mentoring?

Mentoring is:

- Delivered by an experienced and usually senior manager
- Focused on career development, policy, politics and networking
- Giving advice
- More free-form

Coaching V Mentoring

What distinguishes coaching from mentoring?

Coaching is:

- **Solution and action focused**
- Awareness based
- Focused towards task, performance and development
- **Non-directive**
- **Structured**
- Engaged with a 'boss', peer, colleague or external

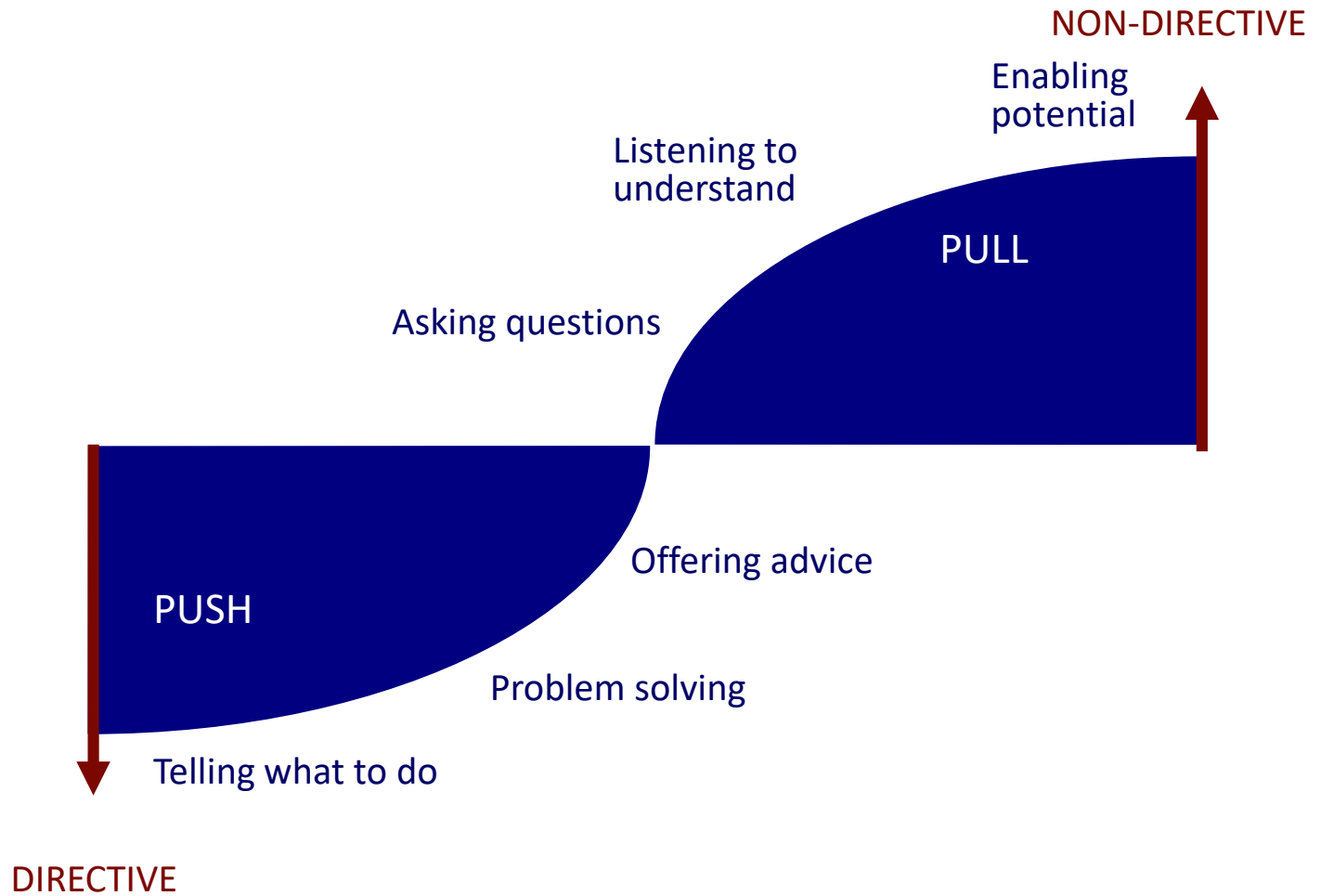
Spectrum of Coaching/Mentoring Skills

Coaching:
Helping the person find their
own solutions to problems.
Non Directive.

- Listening to understand
- Reflecting
- Paraphrasing
- Summarising
- Asking questions that raise awareness
- Giving feedback
- Making suggestions
- Offering guidance
- Giving advice
- Instructing
- Telling

Mentoring:
can, when appropriate,
involve offering guidance and giving
advice to help solve problems.
Directive.

Coaching spectrum



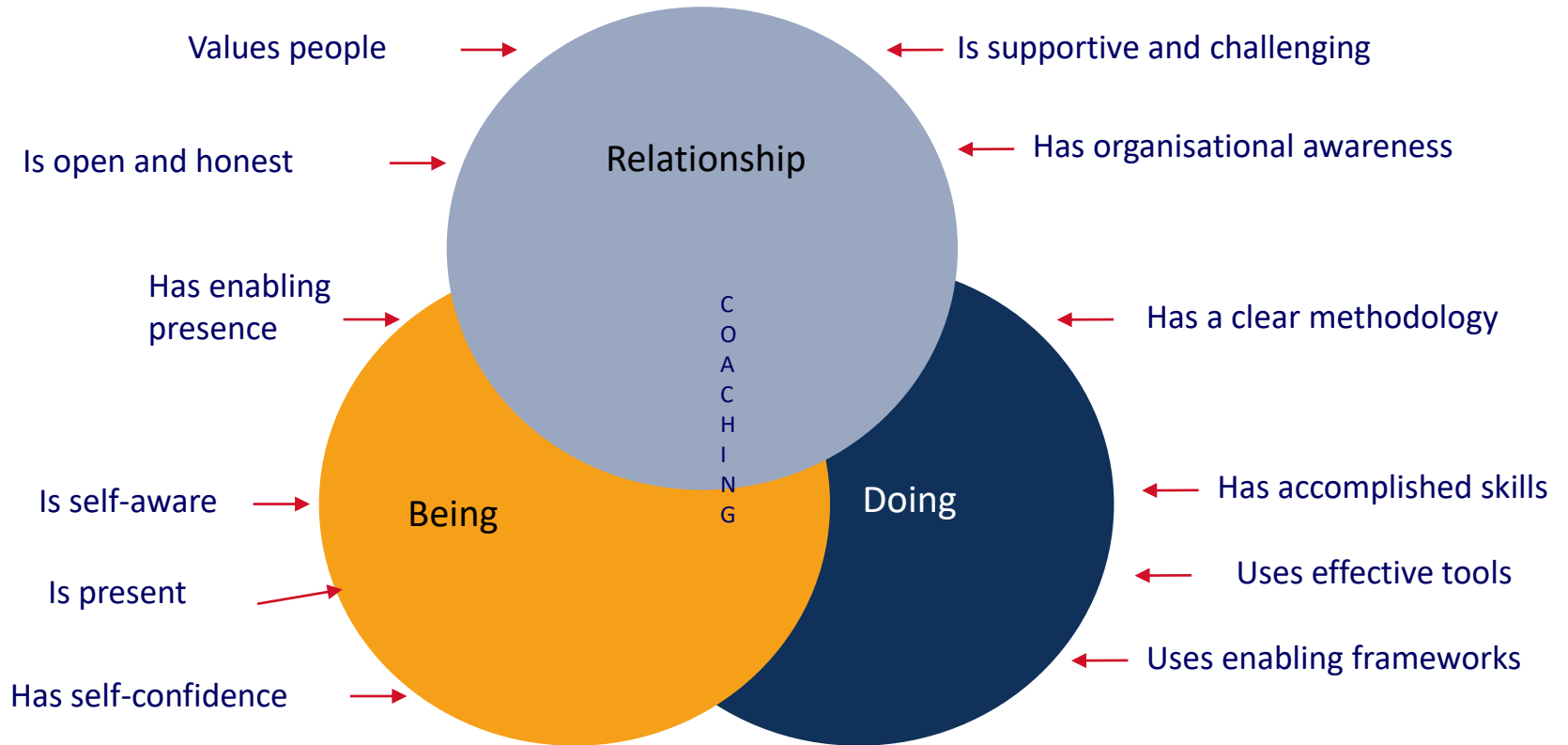
Coaching characteristics

Think about somebody who has been a positive influential figure in your life who has had a great impact on you.

What are/were this person's main characteristics?

5 mins each way in pairs

Coaching characteristics



Coaching hypothesis



What can be/cause interference?

Coaching Skills

- Being present
- Questioning
- Listening
- Summarising
- Observing
- Managing the silence
- Being open minded
- Using a structure



BEING: The Gift of Time & Attention

Being: Where are you not showing up?

Being there for the other person's learning

'When it comes to helping people think for themselves, sometimes doing means not doing'



LISTENING

“Our quality of listening determines
the quality of the conversation we
inspire.”

SuperCoaching

Levels of Listening

Active Listening

- Listening for the context of the words
- Listening for the feelings behind the message
- Indicating to the speaker that the message is understood-
What I heard you say....
- Giving non-verbal clues that you are listening
- Receiving the message with care and respect
- Hold silence

Listening with empathy, openness, awareness

Most people listen with the intent to reply, not to understand
Steven Covey

QUESTIONS

“The questions we ask in any situation determine the answers we get. And the answers we don’t get.”

**Danah Zohar
“Rewiring the Corporate Brain”**

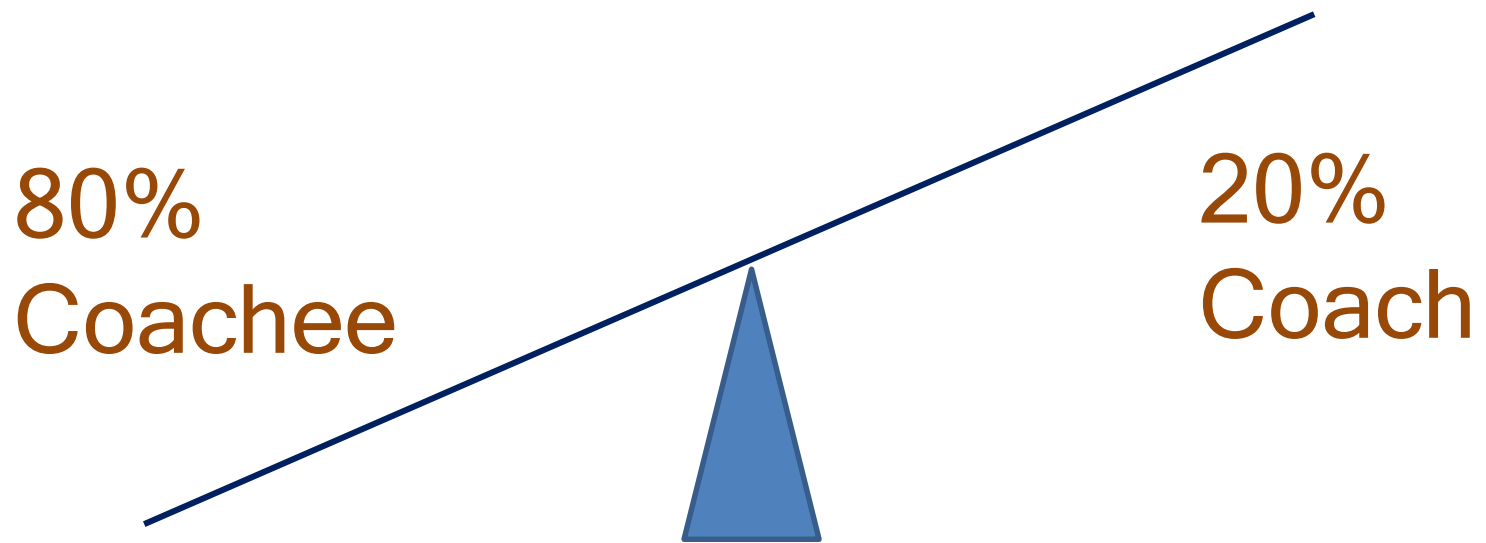
‘The coachee has the answers, the coach has the questions’

Purpose of Questions



- Gather general information
- Help someone to remember something more clearly
- Shift someone's attention to the present moment
- Understand someone's values
- Help someone appreciate another person's points of view
- Prepare someone to overcome barriers to taking action
- Influence someone to think about a situation positively
- Influence someone to think about the effects of their action

Getting the Right Balance



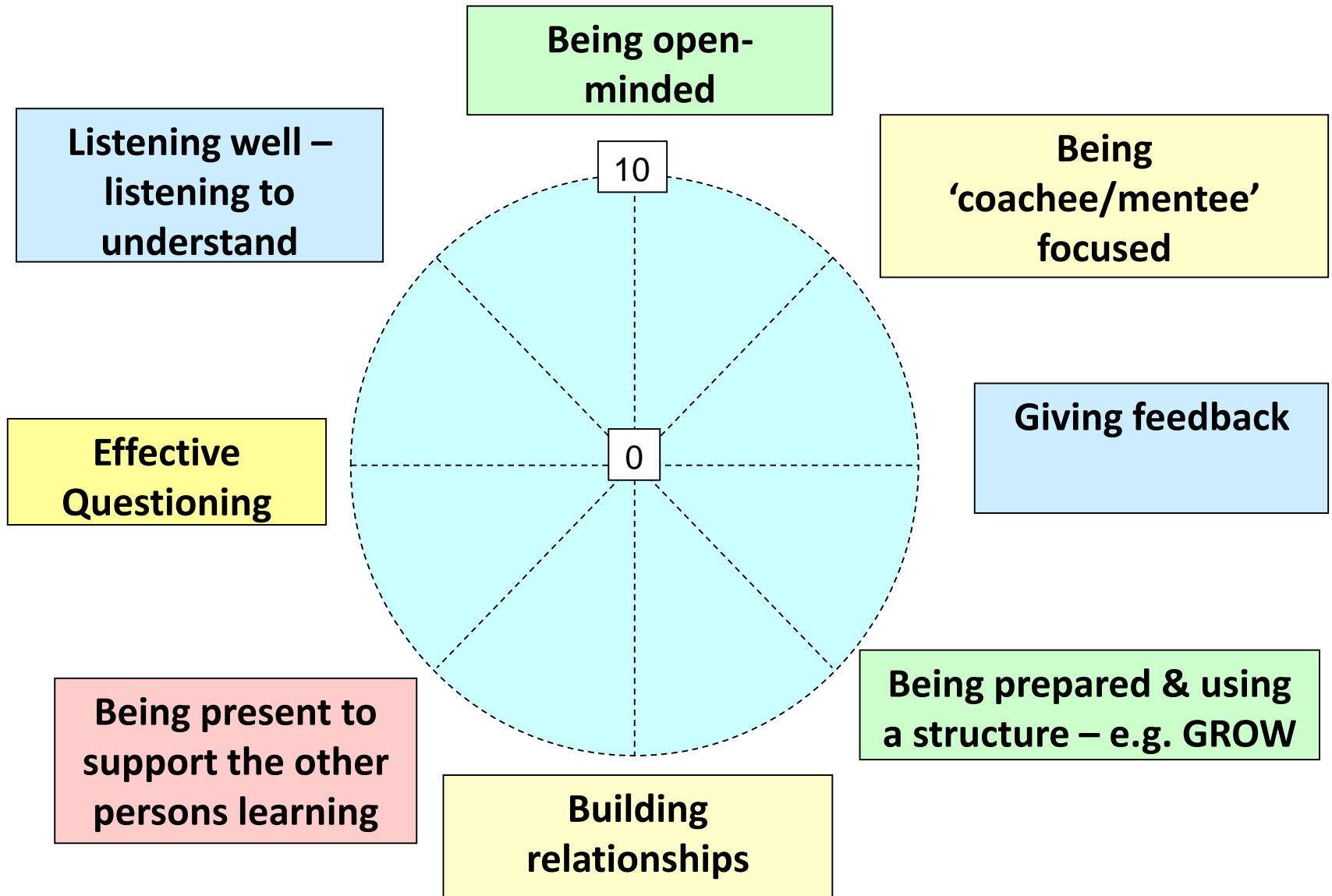
Success wheels

- ❖ Find a partner and a space for a coaching type conversation ...
- ❖ pairing up with someone you don't know or work with!
- ❖ Please introduce yourselves and let your partner know why you became a teacher

Success wheels –self evaluation tool

- ❖ A gap analysis
- ❖ A coaching conversation
- ❖ A plan for future action
- ❖ A reference point
- ❖ A reflective tool

Success Wheel: Coaching & Mentoring



Self evaluation wheels

- ❖ Take one minute to consider each section on the wheel and map your knowledge, understanding and practice
- ❖ With your partner take a few minutes to explore your wheels... The following ideas will help but all you really need is your curiosity...

Coaching questions for the self evaluation wheel

- ❖ What do you notice?
 - ❖ What are big issues/questions arising?
 - ❖ What's working well?
 - ❖ What do you need to develop/focus on?
 - ❖ What's next for you?
 - ❖ What are the challenges or barriers for you?
 - ❖ Where would you like to be in 6 months?
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- ❖ Identify 1 or 2 key action points for you
 - ❖ Who and what can support you?

Professional Recognition

- ❖ **Developing specialisms through significant, sustained and focused professional learning**
- ❖ Awarded PR for 5 years
- ❖ Renewal - full application
- ❖ The award is open to all teachers who have completed one year of professional practice after gaining full registration from GTC Scotland and have then gone on to engage in sustained, significant professional learning in a particular area.



Professional Learning

**Professional Standards
SCLPL and SLM**

Professional Recognition

Professional Action

Accomplishment Expertise



The ultimate effectiveness of professional learning is defined in terms of evidence of better outcomes for students (Timperley 2011).

Getting in touch

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