Professional Learning
Conversations for Mentoring & Coaching
Friday 10th November 2017

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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.

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Professional Learning
THE IMPACT

Who am I as a TEACHER/LEADER?

- Leading and developing
- Developing an enquiring position
- Exposing beliefs, assumptions, values and practices
- Knowing why, knowing what, knowing how
- Developing professional knowledge and understanding
- Being and becoming an enquiring professional
- Thinking, questioning, legitimate knowledge creators
- Having a voice
- Knowing and evidencing impact
- Being critical
- Developing understanding, investigating
- Be nurtured
- Flourish, succeed & achieve
- Be empowered
- Have a voice and be confident and enabled to use it
- Find joy
- Have ownership
- Be actively involved in learning
- Be motivated
- Be creative
- Be engaged
- 'mind' and have courage to act
- Be curious
- Be enquiring

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

- Telling what to do
- Problem solving
- Offering advice
- Listening to understand
- Asking questions
- Enabling potential

PUSH

- Telling what to do
- Problem solving
- Offering advice

DIRECTIVE

PULL

NON-DIRECTIVE
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 hypothesis

PERFORMANCE = POTENTIAL - INTERFERENCE

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
"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

80% Coachee

20% Coach
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

- Being open-minded
- Being ‘coachee/mentee’ focused
- Giving feedback
- Being prepared & using a structure – e.g. GROW
- Building relationships
- Being present to support the other persons learning
- Effective Questioning
- Listening well – listening to understand
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?

- 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.
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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