



# **MENTORING AND COACHING FOR PROFESSIONALS: A STUDY OF THE RESEARCH EVIDENCE**

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**Research conducted by the  
National Foundation for Educational Research  
Northern Office**

**October 2008**



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# Contents

<b>Acknowledgements</b>	<b>i</b>
<b>Executive Summary</b>	<b>ii</b>
1 About this study	ii
2 Mentoring and coaching: definitions, approaches and models	iii
3 Mentoring and coaching: impacts for teachers, schools, other professionals and organisations	iv
4 Mentoring and coaching: challenges and effective features	v
5 Mentoring and coaching: promotion and support for teachers and activity and awareness in schools	vi
6 Conclusions and recommendations	vii
<b>1 About this study</b>	<b>1</b>
1.1 Background	1
1.2 Focus of this study	2
1.3 Methodology in brief	2
1.4 About the selected sources	4
1.5 Structure of this report	9
<b>2 Mentoring and coaching: definitions, approaches and models</b>	<b>10</b>
2.1 Summary and key findings	10
2.2 What definitions are there for mentoring and coaching?	11
2.3 What approaches and models for mentoring and coaching are used?	14
2.4 Variations in approach by intervention	25
2.5 Variations by sector and by context	25
<b>3 Mentoring and coaching: impacts</b>	<b>27</b>
3.1 Summary and key findings	27
3.2 Impacts for mentees and coachees	31
3.3 Impacts for mentors and coaches	33
3.4 Impacts for organisations (schools and social care organisations)	34
3.5 Impacts for young people	37
<b>4 Challenges and effectiveness</b>	<b>39</b>
4.1 Summary and key findings	39
4.2 Challenges of mentoring and coaching	40
4.3 Effectiveness: organisation and management	45
4.4 Effectiveness: the mentoring/coaching relationship and mentor/coach qualities and skills	52
<b>5. Mentoring and coaching: promotion and support for teachers and activity and awareness in schools</b>	<b>55</b>
5.1 Summary and key findings	55
5.2 What is the extent of promotion of mentoring and coaching on local authority websites?	56

5.3	What definitions of mentoring and coaching are being used and promoted by local authorities?	58
5.4	What approaches, models or frameworks for mentoring and coaching are being used and promoted by local authorities?	59
5.5	What activity and awareness of mentoring and coaching is there amongst teachers and in schools?	61
5.6	About the 30 local authorities	63
5.7	About the NFER Teacher Voice Omnibus Survey (June 2008)	64
<b>6</b>	<b>Conclusions and recommendations</b>	<b>66</b>
	<b>References</b>	<b>70</b>
	<b>Appendix A: search strategy detail</b>	<b>75</b>
	<b>Appendix B: literature audit</b>	<b>78</b>
	<b>Appendix C: a template for reviewing sources</b>	<b>90</b>

## Acknowledgements

The research team would like to thank Jeff Cull and Angharad Jones at the Training and Development Agency for Schools (TDA) for their advice and support throughout the project. We are also grateful to all those who responded to our request for further information and research about mentoring and coaching.

We would like to thank Hilary Grayson from the NFER library and Amanda Harper, library associate, for their expert support for the literature review. We are also grateful to the NFER Teacher Voice Omnibus Survey team for their input to the project.

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October 2008

# Executive Summary

## 1 About this study

The Training and Development Agency for Schools (TDA) is an executive non-departmental public body of the Department for Children, Schools and Families (DCSF, formerly the DfES). As the DCSF's delivery arm for the people development aspects of its policies, the TDA plays a key part in raising standards in schools and giving every child the opportunity to achieve their potential. The TDA's five-year strategic plan for 2008–13 includes coaching and mentoring skills – key aspects of teachers' continuing professional development (CPD) and the revised professional standards for teachers.

The TDA inherited the National Framework for Mentoring and Coaching from the DCSF (then DfES) in April 2005. This had been developed by the Centre for the Use of Research and Evidence in Education (CUREE) at the request of the DfES over an eighteen-month period involving extensive consultation and research. This framework is a resource which schools and education bodies can use to either develop mentoring and coaching practice or to compare with other approaches. In 2006 the TDA launched a mentoring and coaching extranet as a means of sharing effective practice, and this hosts the national framework. This report reviews the evidence on approaches to mentoring and coaching in schools, and includes some findings on mentoring and coaching in social care.

### Aims

In this study, we ask:

- what is the evidence base for mentoring and coaching in terms of:
  - definitions of, models and approaches to mentoring and coaching?
  - impacts for participants and organisations?
  - challenges and effective features?
- what models of mentoring and coaching are being used, supported and promoted by local authorities to their schools? To what extent is the National Framework being used?

### Research design

The research design involved:

- auditing the evidence identified from library database searches, an email request to key organisations for details of relevant work, and website searches (43 relevant sources were audited)
- reviewing the evidence in full from selected sources to illustrate a range of approaches to mentoring and coaching, and a range of sectors (13 sources were summarised)
- exploring the promotion of mentoring and coaching to schools by local authorities, through a websearch of 30 local authority websites.

The study focuses on empirical and practice-based evidence on mentoring and coaching from the last five years (i.e. since 2003) in England. The study is complemented by NFER's Teacher Voice Omnibus Survey (NFER, 2008) conducted in June 2008 which includes questions commissioned by the TDA on mentoring and coaching.

## 2 Mentoring and coaching: definitions, approaches and models

The 13 fully reviewed studies cover a range of definitions, approaches and models relating to mentoring and coaching.

- **Mentoring** is defined as being concerned with 'growing an individual', both professionally and personally. It is linked with professional and career development, and is somewhat characterised by an 'expert–novice' relationship.
- **Coaching** is defined with a narrower remit than mentoring, and relates to specific areas of performance and job outcomes.
- **Various terms** are used in association with mentoring and coaching, including mutual learning, peer support, peer learning, co-mentoring, coach mentoring, work discussion groups and supervision.
- **Principles or typical ingredients** in definitions of mentoring and coaching include providing a sounding board, being a teaching-learning process, posing challenge within a safe environment, problem solving, being reflective, and providing 'scaffolding'.
- **Approaches and models** of mentoring and coaching vary across three different spectra: **one-to-one** versus **group** approaches, **peer-to-peer** support versus '**expert–novice**' support, and **same-sector** approaches versus approaches where the two parties are from **different sectors**.
- Mentoring and coaching involving **group support** is **somewhat less apparent in education/schools** compared with social care, with the exception of specific schemes such as Leading from the Middle (which

involves both group support and individual coaching for middle managers in the teaching profession).

- The **expert–novice approach** almost always takes place between staff within the same sector. It is typified by experienced staff mentoring or coaching less experienced or newly qualified staff within their profession.
- **Cross-sector mentoring and coaching** occurs with the express purpose of learning from another professional’s experience and/or benefiting from the independent viewpoint from another sector. The greater integration of children’s services today, with multi-agency and partnership working, lends itself to, and possibly demands, cross-sector mentoring and coaching.
- Other variations in approaches and models by sector are not especially apparent. Rather, variations in approaches and models appear to be **context specific**. Coaching and mentoring both interact with the wider process of learning within an organisation, and the organisational context influences the coaching or mentoring process adopted. Mentoring and coaching activities may be more influential when they ‘fit’ that wider context, and/or when they are part of a wider programme of professional development.

### 3 Mentoring and coaching: impacts for teachers, schools, other professionals and organisations

A range of impacts is identified in the research for mentees/coachees, mentors/coaches and for organisations (e.g. schools, social care organisations).

- **Increased reflectivity** is evident for mentees/coachees, mentors/coaches and for organisations, as is the **sharing of improved knowledge and skills**, and commitment to and a culture of **professional development**. This may have important synergies with performance management and professional standards for teachers.
- **Cross-sector** and **group working** approaches to mentoring and coaching seem to have the potential to inflate some of these impacts to another level, for example, the cross fertilisation of learning in an interagency coaching and mentoring scheme, and wider impacts on relationships and sharing of practice through work discussion groups.
- Impacts for mentors and coaches seem stronger for those **professionals new to the role of mentor or coach** or new to a particular context. Given that training was part of this new role, it is reasonable to suggest that this has an effect on the extent and nature of impacts gained by mentors and coaches. That is, **trained mentors** gain greater impact themselves.
- Impacts on an **organisations’ culture** are the most widely reported organisational impacts. An array of cultures and ethos are engendered by mentoring and coaching, the three most common being: a **research/learning culture**, a **reflective culture**, and a **collaborative**

**culture.** Both expert–novice and peer-to-peer approaches contribute to these.

- Organisational impacts **vary somewhat by sector.**
  - In **schools**, impacts include a **culture of professionalism** (in terms of a recognition of professional and career development), not noted within the studies on social care (where professionalism and recognition are perhaps already entrenched within existing modes of clinical supervision).
  - Enhanced **knowledge and skills** are **shared** within educational organisations. Again, this is not noted in the social care examples. As found in a recent study, regular staff meetings in schools provide a useful forum for such sharing.
  - The positive impact of mentoring and coaching on **recruitment and retention** relates to the **social care sector** in the literature studied here. This may be an important finding for social care, and indeed for education, given widely reported recruitment and retention issues within both these sectors.
- **Evidence of direct impact on young people** from mentoring and coaching within their organisation **is rare.** However, reports from researchers and teachers suggest that a culture of mentoring and coaching will, **over time**, have an impact on young people and their learning.

## 4 Mentoring and coaching: challenges and effective features

A range of challenges and effective features of mentoring and coaching are identified in the reviewed literature.

- The main **challenges** centre around time and workload pressures and the demanding requirements of the mentor or coach role. Challenges concerned with understanding and expectations, gaining the commitment of the workforce, the profile of the workforce and the workplace culture are also identified. Potential conflict between adviser and assessor roles is highlighted.
- Whilst many of the overarching challenges appear to be issues regardless of the type of mentoring and coaching or the sector involved, there is an indication from the sources examined that **understanding of mentoring and coaching** may be more limited within the education sector.
- Different challenges relating to **workplace culture** are noted for education and social care. Whilst the structure of the school environment can promote a culture of isolation for teaching professionals, the unsettled and turbulent environment within social care can be problematic.
- Effective aspects of the **organisation and management** of mentoring and coaching include: providing sufficient time, providing training and support for mentors/coaches, establishing quality assurance and monitoring

systems, paying attention to the recruitment and allocation of mentors/coaches, having a clear focus and understanding of mentoring/coaching, and organisational culture and strategic planning.

- Whilst many of the effective features appear to apply regardless of the type of mentoring and coaching or the sector involved, there is a suggestion that **organisational support and strategic planning** may be particularly important for the effectiveness of mentoring and coaching schemes in schools.
- The **mentoring or coaching relationship** is critical for effectiveness. Key aspects include the promotion of reflective practice and development of a reciprocal collaborative learning relationship. It can be beneficial for the mentor to be independent or even from a different sector.
- A wide range of **qualities and skills** are important for the effectiveness of the mentor or coach. It is considered critical that the mentor/coach is knowledgeable, experienced and a successful practitioner. Important qualities include: trust, respect, approachability, empathy, flexibility and self-awareness. Important skills include: listening skills, communication skills and interpersonal skills.

## 5 Mentoring and coaching: promotion and support for teachers and activity and awareness in schools

Reviewing a sample of 30 local authority websites reveals varied information, reporting and documentation relating to mentoring and coaching for the school workforce.

- A **range of examples** of approaches to mentoring and coaching can be found across the local authority websites searched. However, in general, the information available on mentoring and coaching is **sparse** and not especially comprehensive.
- **‘Mentoring’ features more commonly** on local authority websites (13 local authority websites) than ‘coaching’ (two local authority websites).
- Mentoring and coaching appear in **a range of different guises** including mentoring, peer mentor, coaching and mentoring strategies. (The term ‘mentoring’ also features in relation to adults mentoring young people, and young people peer mentoring schemes. Searches for ‘coaching’ tend to return articles relating to bus and coach travel and sports coaching.)
- **Reference to the TDA** appears on some of the websites (16 websites) usually in relation to teacher recruitment or CPD, and rarely in association with any specific references to mentoring or coaching.
- The **National Framework for Mentoring and Coaching** is referred to on only two of the 30 websites. In both cases the reference is brief with no explanation of the Framework or links to further information.

- The **Early Years Professional Status (EYPS)** approach to mentoring features on four local authority websites. The approach involves the use of practitioners as mentors for colleagues.
- Some local authorities have developed their **own mentoring and coaching strategies** and approaches (seven local authorities). Some have created programmes aimed at supporting headteachers through mentoring (three local authorities).
- Two local authority websites are promoting both **accredited and non-accredited courses**, run by universities, specifically focusing on mentoring and/or coaching.

The NFER Teacher Voice Omnibus Survey (NFER, 2008) highlights some key findings relating to mentoring and coaching activity, the National Framework, and other sources of support and guidance for mentoring and coaching.

- The **majority** of the 1,440 teachers responding to the NFER Teacher Voice Survey (June 2008) **have been or are involved in mentoring or coaching** in some form – in this survey, most commonly as a mentor.
- Being **trained** in mentoring or coaching, however, is not as commonly reported as either being a mentor/coach or being mentored/coached.
- Mentoring and coaching activities identified by survey respondents relate commonly to **classroom practice**.
- A **variety of sources of guidance** to support mentoring and coaching activity are noted. **External sources are particularly used by primary school staff** (e.g. the local authority and the local HEI), and specific internal sources are common in **secondary schools** (e.g. **the school CPD leader and line managers**).
- **Only a minority of respondents are aware** of the National Framework for Mentoring and Coaching. A small proportion has used the Framework (just ten per cent of the 1,440 overall sample). However, the vast majority of those who have used the Framework say they have found it **useful**.

## 6 Conclusions and recommendations

Looking across all of the areas we have considered for this review – definitions, approaches, impacts, effective features, and promotion and awareness of mentoring and coaching activities in schools – the following conclusions and recommendations can be made.

## For schools

- The **reflection promoted by effective mentoring and coaching** approaches in turn encourages a **collaborative learning culture** in organisations. For schools, this is particularly important, as it may alleviate some of the sense of professional isolation (identified in the literature).
- Mentoring and coaching activities may be more influential when they ‘fit’ the **wider context of an organisation**, and/or when they are part of a wider **programme of professional development**. School leaders should consider their school’s CPD context and programme when developing mentoring and/or coaching approaches within their setting.
- **Organisational support and strategic planning** should also be a priority for school leaders when developing mentoring and coaching activities. Promoting a learning and collaborative culture, providing a framework for implementing mentoring and coaching, and training leaders in mentoring and coaching seem to be important for the effectiveness of mentoring and coaching schemes in schools. (See below for further implications around training.)
- The finding in the Teacher Voice Survey that mentoring and coaching activities relate commonly to **classroom practice** should be encouraging for school leaders. This resonates with the new professional standards for teachers, whereby mentoring and coaching are now an expected part of teachers’ everyday skill set, and a key aspect of continuing professional development and performance management.

## For the TDA

### ... and its work around mentoring and coaching

- Given the array of impacts gained from mentoring and coaching, and, where used, teachers’ positive views on the National Framework for Mentoring and Coaching, the TDA should consider ways to **further promote understandings of mentoring and coaching**, as well as the **Framework** specifically (see below for recommendations related to the Framework).
- **Understanding of mentoring and coaching** appears to be more limited within the education sector compared with the social care sector. The TDA may wish to target school leaders and those implementing mentoring/coaching programmes to ensure that they have the relevant knowledge and skills for mentoring and coaching, so that understanding of mentoring/coaching practice in education is increased.
- The TDA should seek to promote mentoring and coaching through a **range of support areas**, and should particularly ensure that **local authorities and school CPD leaders** receive information about mentoring and coaching. In the Teacher Voice Survey, primary school leaders report receiving guidance on mentoring and coaching from their local authority. Secondary school teachers more often report receiving guidance on mentoring and coaching from their school CPD leader.

- A number of the impact areas identified in this review link implicitly with the new professionalism in teaching. A commitment to recognising professional and career development, for example, suggests that there may be important synergies to be made with **performance management and professional standards**. Likewise, the research culture that is engendered, as well improved assessment procedures, may support the evaluation of impact – a key activity now expected of schools and part of **school improvement**. The TDA and other bodies working with schools should consider developing mentoring and coaching as an effective collaborative approach for schools' improvement.
- The **potential conflict** between mentors exercising the **role of adviser** and the **role of assessor** is raised in the literature (and also noted on the National Framework). In developing its Masters in Teaching and Learning (MTL), the TDA should consider further the role of a school-based coach/mentor and whether any conflicting loyalties around assessment and accreditation may be potentially problematic for this role.

### ... and its review of the National Framework

- According to the NFER Teacher Voice Survey (June 2008), the number of teachers currently using the National Framework for Mentoring and Coaching is limited. However, those that do use it, find it useful. It would seem important therefore, to **promote and raise awareness of the Framework** and increase its usage.
- It is clear from this literature review that the different understandings and perspectives of mentoring and coaching need to be recognised **as part of continuing professional development**. The Framework, supported by resources on the **extranet**, sits within and links to other aspects of collaborative professional development. The TDA should consider strengthening these links. Further **case studies** on mentoring and coaching (particularly mentoring and coaching that does not involve initial teacher training) would enhance the extranet.
- The Framework is based on research, evidence and consultation, and (not surprisingly) the **effective features** of mentoring and coaching set out in the Framework very much resonate with the effective elements found in this review. Elements that might be emphasised further are the **two-way learning process** that can occur, and the **reflective process** and reflective outcomes that can occur.
- Whilst there are conceptual differences between mentoring, coaching, co-coaching, co-mentoring, peer support, peer learning, coach mentoring, and the other concepts identified in this study and on the Framework, the **overall ingredients of mentoring and of coaching are reasonably similar**. This applies to the effective features, the overall skill-set required for mentoring and coaching, and indeed, the types of outcomes that can be gained. In reviewing its strategies around the Framework, the TDA may wish to consider simplifying the framework. This could include providing **an overview sheet/clickable webpage** for a) **school leaders**, b) **mentors/coaches**, and c) **mentees/coaches** to see 'at a glance' the

information relevant to their perspective, as well as, crucially, the outcomes that might be gained.

- Indeed, **promoting the potential outcomes and benefits** of mentoring and coaching for teachers and schools might be crucial to engaging school leaders, so that mentoring and coaching becomes part and parcel of schools' professional development, performance management and school improvement strategies. At present, the Framework promotes the impact of continuing professional development on student learning. It would seem important to also promote the potential impacts for staff and the organisation as a whole.

### For local authorities

- Whilst the National Framework is referenced on national organisations' webpages (TDA, GTC, etc), it is rarely referenced on local authority websites. Links could be made between local authority CPD webpages and the webpages of the National Framework.
- Local authorities may also wish to explore how the approaches to mentoring and coaching that they are promoting and offering map to the National Framework.

### For CPD and training providers

- The findings highlight the **importance of training** for mentors and coaches. **Trained mentors** gain greater impact themselves. It seems reasonable to suggest that mentees and coachees would also stand to benefit more from having a trained mentor/coach.
- However, **being trained** in mentoring and/or coaching **is not commonplace**, certainly in schools (according to the NFER Teacher Voice Survey). CPD and training providers should consider developing opportunities for mentoring and coaching training amongst the children's workforce (e.g. teachers, social care workers, etc).
- As noted above, where mentoring and coaching approaches fit with an organisation's context and ethos, impacts can be greater, especially around a collaborative learning culture. Thus, **training for school leaders** in mentoring and coaching may be particularly fruitful in influencing and changing school cultures.
- Such training might be explored as part of **a wider programme of CPD leadership training** (for example, CPD leadership training being developed by the TDA and NCSL), in order to maximise the impacts around collaboration and reflection – impacts from mentoring and coaching, and elements of effective CPD more broadly.

### For further research

- **Group and cross-sector** approaches may be particularly worth investigating further, for the enhanced impacts they seem to encourage. These approaches may be particularly relevant given the increasing multi-agency and partnership working in children's services today.
- Further research may also be required on a) whether the amount or frequency of support or training influences impact (as suggested by the Early Professional Development Scheme), and b) whether or not it makes a difference who takes on mentor roles (e.g. their level of experience, whether they are school based, etc). The relationship between these and outcomes was somewhat of a gap in the literature.
- Further understanding is also needed around the selection of models and approaches for particular circumstances and outcomes. The literature reviewed here shows, retrospectively, how particular approaches suit the intervention or purposes of the activity. However, greater understanding is needed to be able to select approaches fit for purpose.

# 1 About this study

## 1.1 Background

The Training and Development Agency for Schools (TDA) is an executive non-departmental public body of the Department for Children, Schools and Families (DCSF, formerly the DfES). As the DCSF's delivery arm for the people development aspects of its policies, the TDA plays a key part in raising standards in schools and giving every child the opportunity to achieve their potential. The Agency achieves this through:

- Securing the supply of the school workforce through the promotion of the teaching profession and quality assurance for initial teacher training (ITT). This helps schools to be able to recruit sufficient good quality teachers to their workforce.
- Supporting the development of the school workforce through the creation and promotion of professional and occupational standards, support of performance management arrangements and stimulation of a sufficient supply of high-quality in-service training. This helps schools to increase the skill level of their workforce.
- Supporting the ongoing modernisation of the school workforce, the wider education sector and children's and young people's services. This helps schools to be proficient in managing the process of change required for modernisation.

The changing contexts for teachers and schools means that mentoring and coaching are now an expected part of schools' workforce skills. Mentoring and coaching are also key aspects of teachers' continuing professional development (CPD) and the revised professional standards for teachers. The findings of research published by CUREE (2004–2005) indicate that effective coaching and mentoring can help teachers to improve their practice, in turn delivering high standards of education for children and young people. The TDA's first five-year strategic plan for 2008–13 includes plans to ensure that the workforce is suitably skilled. This includes coaching and mentoring skills.

The TDA inherited the National Framework for Mentoring and Coaching from the DCSF (then DfES) in April 2005. This had been developed by the Centre for the Use of Research and Evidence in Education (CUREE) (in conjunction with a range of partners<sup>1</sup>) at the request of the DfES over an eighteen-month

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<sup>1</sup> The partners involved were: the Department for Education and Skills (DfES), the General Teaching Council for England (GTC), the National College for School Leadership (NCSL), the Primary and

period involving extensive consultation and research. This framework is a resource which schools and education bodies can use to either develop mentoring and coaching practice or to compare with other approaches. In 2006 the TDA launched a mentoring and coaching extranet as a means of sharing effective practice, and this hosts the national framework.

## 1.2 Focus of this study

The TDA commissioned the NFER to review the evidence on approaches to mentoring and coaching in schools, and to highlight some headline findings on mentoring and coaching in social care. This study asks:

- what is the evidence base for mentoring and coaching as it relates to schools in terms of:
  - definitions of, models and approaches to mentoring and coaching?
  - impacts for participants and organisations?
  - challenges and effective features?
- what findings are there for schools, and what headline findings are there on approaches to mentoring and coaching in the social care sector?
- what models of mentoring and coaching are being used, supported and promoted by local authorities to their schools? To what extent is the National Framework being used?

The study focuses on empirical and practice-based evidence on mentoring and coaching from the last five years (i.e. since 2003) in England. The study is complemented by NFER's Teacher Voice Omnibus Survey conducted in June 2008, which included questions commissioned by the TDA on mentoring and coaching. Headline findings from this survey are incorporated into this report. A full report on the survey is available from the TDA.

## 1.3 Methodology in brief

We have obtained evidence for this study through:

- auditing the evidence identified from:
  - searches of library databases
  - an email request to key organisations for details of relevant recently published or current work

- website searches of relevant organisations and using the Google search engine
- reviewing the evidence in full from 13 selected sources
- exploring the promotion of mentoring and coaching to schools by local authorities, through a websearch of 30 local authority websites.

We used the following three-step process to identify research literature.

- Firstly, we scanned results from the library database searches, the e-mail request and the website searches for relevant publications (appendix A provides further details on the search strategy employed). We ordered full sources of possible relevant items, for further inspection.
- Secondly, we audited the received items for possible inclusion in the review against specific criteria (appendix B provides information on the full audit of sources meeting these criteria). These included:
  - date of publication (since 2003)
  - country of research (England, UK)
  - sector (education, social care)
  - evidence of impact for teachers, schools and other professionals
  - evidence of effectiveness and effective elements of mentoring and coaching.
- Thirdly, in conjunction with the TDA, we selected 13 pertinent sources for full review, to illustrate a range of approaches to mentoring and coaching, and to include examples from both education and social care. We summarised these sources to a standard template to extract further detail (appendix C provides a copy of the standard template). In selecting these sources, the chief criteria were that:
  - the literature presented concrete evidence of impact on teachers, schools and/or pupils, and/or on other professionals
  - the literature reported the effectiveness of the approach and its effective elements
  - across the selected sources, a range of sectors and approaches to mentoring and coaching were represented.

Table 1.1 summarises the number of applicable sources at each step in the review process.

Table 1.1 Number of applicable sources at each stage in the review process

Three step process	Review activity	No. of applicable sources
Step 1	Library database and website search relevant hits	140
	E-mail requests sent out	26
	E-mail request returns	18
	Sources identified as potentially relevant and ordered for further inspection	62
Step 2	Sources audited for possible inclusion in review	62
	Sources meeting the criteria for full audit	43
Step 3	Illustrative sources fully reviewed	13

## 1.4 About the selected sources

Information about the 13 selected sources and the sectors and participants involved is summarised below and in Table 1.2:

- seven of the 13 selected studies have a specific focus on mentoring, two focus on coaching, two cover both mentoring and coaching more generically within the context of CPD, one discusses ‘coach-mentoring’, and one is based on clinical supervision
- seven of the studies relate solely to the education sector, and include teachers, headteachers, trainee teachers and early career teachers amongst the participants
- three involve social care, including a study of a peer mentoring partnership across social care, health and housing, and a study on support mentoring for childminders
- one focuses on mentoring and coaching in early years’ settings
- one involves co-mentoring between school teachers and creative and cultural professionals
- one compares the mentoring role for teachers with that for a range of health professionals (nurses, midwives and doctors).

Section 2 of this report provides further detail on the approaches and models of mentoring and coaching used in these studies. Section 3 explores the impacts for teachers, schools and other professionals and organisations evident in these studies. Section 4 considers the challenges and effective features identified in these studies.

Table 1.2 Information about the 13 selected sources

	Selected source	About this study	Sector	Participants
1	Allan, P. (2007). Devon LA Headteacher Coaching Pilot 2007. Unpublished report.	An evaluation of a pilot coaching programme undertaken by four headteachers, identifying benefits and the extent to which it had an impact upon their leadership. The programme aimed to determine whether coaching can be used as an alternative model of leadership support for headteachers; and whether or not it provides a safe and confidential means of enabling school leaders to review their objectives.	Schools	Head-teachers
2	Boyle, B., Lamprianou, I. and Boyle, T. (2005). 'A longitudinal study of teacher change: what makes professional development effective? Report of the second year of study', <i>School Effectiveness and School Improvement</i> , <b>16</b> , 1, 1-27.	The second year of a longitudinal study to investigate the influence of professional development on the effectiveness of primary and secondary teachers in England. It explores the models of professional development for teachers in England, the impact of sustained and one-off interventions, the characteristics of professional development, and impact on standards and pupil achievement.	Schools	Teachers
3	Child, A. and Merrill, S. (2003). 'Professional mentors' perceptions of the contribution of school/HEI partnerships to professional development and school improvement', <i>Journal of In-Service Education</i> , <b>29</b> , 2, 315-324.	A survey into the use of mentoring in initial teacher training and how this affects the development of effective CPD within schools. The survey involved 55 professional mentors in secondary schools in North West England.	Schools	Mentors of trainee teachers
4	Cordingley, P. (2008). <i>GTC Qualitative</i>	A study to investigate how and by whom decisions are made about	Schools	Teachers

	<p><i>Study of School-Level Strategies for Teachers' CPD</i>. Coventry: CUREE [online]. Available: <a href="http://www.gtce.org.uk/shared/contentlibs/126795/93128/120213/curee_cpd_strategies.pdf">http://www.gtce.org.uk/shared/contentlibs/126795/93128/120213/curee_cpd_strategies.pdf</a> [24 October, 2008].</p>	<p>CPD needs and priorities in schools, the extent to which these decisions are strategic, and subsequent resource allocation and evaluation. This study builds on some key reports on the CPD evidence base and presents four case studies in support of its investigations.</p>		<p>(including trainee teachers and senior leadership teams)</p>
5	<p>Hafford-Letchfield, T., Leonard, K., Begum, N. and Chick, N.F. (2007). 'Coach mentoring as a developmental tool in the workplace.' In: Hafford-Letchfield, T., Leonard, K., Begum, N. and Chick, N.F. (Eds) <i>Leadership and Management in Social Care</i>. London: Sage.</p>	<p>A book chapter on coach mentoring in the social care workplace. The chapter describes an interagency model on coach mentoring (ICMS), involving a partnership between Social Services, Housing, NHS Primary Care Trust and a local voluntary social care organisation. The ICMS involves peer mentoring and supervision across agencies.</p>	<p>Social care, health and housing</p>	<p>Social care, health and housing professionals</p>
6	<p>Hobson, A. and Sharp, C. (2005). 'Head to head: a systematic review of the research evidence on mentoring new head teachers', <i>School Leadership and Management</i>, <b>25</b>, 1, 25-42.</p>	<p>A systematic review of international research on the mentoring of new headteachers and other leaders, commissioned by the NCSL. The review asked: what mentoring strategies are being used to assist the development of new heads? And what does the research evidence tell us about the effectiveness of such strategies? Twenty-four sources were fully summarised for the review.</p>	<p>Schools</p>	<p>Head-teachers</p>
7	<p>Jones, M., Nettleton, P., Smith, L., Brown, J., Chapman, T. and Morgan, J. (2005). 'The mentoring chameleon - a critical analysis of mentors' and mentees' perceptions of the mentoring role in professional education and training</p>	<p>This study explores mentees' and mentors' perceptions of mentoring across four disciplines – teaching, nursing, midwifery and medicine. The study considers perceptions of the mentoring role, including supporting, advising, supervising, teaching and modelling. The research involved a survey with 1,200 mentors and mentees who were undertaking courses at Edge Hill College of Higher Education.</p>	<p>Education and health care</p>	<p>Teachers including trainee teachers, nurses, midwives</p>

	programmes for teachers, nurses, midwives and doctors.' Paper presented at the British Educational Research Association Annual Conference, University of Glamorgan, Pontypridd, 14-17 September [online]. Available: <a href="http://www.leeds.ac.uk/educol/documents/143672.doc">http://www.leeds.ac.uk/educol/documents/143672.doc</a> [12 November, 2008].			and doctors
8	Moor, H., Halsey, K., Jones, M., Martin, K., Stott, A., Brown, C. and Harland, J. (2005). <i>Professional Development for Teachers Early in Their Careers: an Evaluation of the Early Professional Development Pilot Scheme</i> (DfES Research Report 613). London: DfES [online]. Available: <a href="http://www.dcsf.gov.uk/research/data/uploadfiles/RR613.pdf">http://www.dcsf.gov.uk/research/data/uploadfiles/RR613.pdf</a> [12 November, 2008].	An evaluation of the DfES EPD (Early Professional Development) scheme, which provided £700 per term to support the professional development of second year teachers and £350 per term in their third year. All EPD teachers had a mentor. The research involved case studies in 36 schools, repeat surveys over three years for teachers and their mentors, and a comparative sample.	Schools	Second and third year teachers and mentors in the EPD pilot
9	National Institute for Economic and Social Research (2005). <i>The Support Childminder Pathfinder Scheme: Evaluation Report September 2003-November 2004</i> [online]. Available: <a href="http://www.dfes.gov.uk/research/data/uploadfiles/SurestartReportFR005.pdf">http://www.dfes.gov.uk/research/data/uploadfiles/SurestartReportFR005.pdf</a> [24	The National Childminding Association was contracted by SureStart to run pathfinder support childminder projects in seven local authorities. The scheme was developed to increase the support available to new childminders, through peer mentoring, and with the aim of increasing rates of recruitment and retention. This study involved 49 interviews with support childminders, coordinators and line managers, and a postal survey with 111 responses from childminders.	Social care/early years	Child-minders

	October, 2008].			
10	Renshaw, P. (2008). <i>REFLECT: Creative Partnerships National Co-mentoring Programme. Executive Summary</i> . Gateshead: The Sage Gateshead.	Evaluation of Creative Partnerships' REFLECT programme involving co-mentoring and peer learning for emerging leaders from schools and creative and cultural organisations. The evaluation included 49 questionnaire respondents, 29 in-depth interviews, and interviews with REFLECT and Creative Partnership team members.	Schools and creative / cultural sector	Teachers and creative professionals
11	Robins, A. (Ed) (2006). <i>Mentoring in the Early Years</i> . London: Paul Chapman.	A book about mentoring in early years' settings, offering practical guidance for professionals undertaking mentoring, illustrated with case studies, questions for reflection and discussion, and suggested activities for professional development.	Early years	Early years practitioners
12	Simkins, T., Coldwell, M., Caillau, I., Finlayson, H. and Morgan, A. (2006). 'Coaching as an in-school leadership development strategy: experiences from Leading from the Middle', <i>Journal of In-Service Education</i> , <b>32</b> , 3, 321-340.	An evaluation of the first cohort of Leading from the Middle (LftM) – a national leadership development programme embracing in-school coaching. The evaluation included telephone interviews with participants, coaches and tutors, exit surveys of all participants and coaches, and case studies in 12 schools.	Schools	Middle managers/ leaders in schools
13	Warman, A. and Jackson, E. (2007). 'Recruiting and retaining children and families' social workers: the potential of work discussion groups', <i>Journal of Social Work Practice</i> , <b>21</b> , 1, 35-48.	Practice-based evidence on work discussion groups – a model of supervision developed for use within clinical training, and now being exported to other community settings. Work discussion groups are a forum for staff to share concerns and challenges. They are usually facilitated by an external consultant with relevant professional experience. This study includes findings from over 90 evaluation forms at the Tavistock Clinic and Brent Centre for Young People.	Social care	Social care practitioners

## 1.5 Structure of this report

This report is set out in the following sections:

- Mentoring and coaching: definitions, approaches and models (section 2)
- Mentoring and coaching impacts: for mentees/coaches, for mentors/coaches, for organisations (e.g. schools and social care organisations), for young people (section 3)
- Mentoring and coaching: challenges and effectiveness (section 4)
- Mentoring and coaching: promotion and support for teachers, and activity and awareness in schools (section 5)
- Conclusions and recommendations (section 6).

Appendices A, B and C include further details about the review methodology, the full audit of sources, and a copy of the summarising template respectively.

## 2 Mentoring and coaching: definitions, approaches and models

### 2.1 Summary and key findings

The 13 fully reviewed studies include useful definitions of mentoring and coaching. They also cover a range of approaches and models to mentoring and coaching, some of which are specifically investigated in the studies.

- **Mentoring** is defined as being concerned with ‘growing an individual’, both professionally and personally. It is linked with professional and career development, and is somewhat characterised by an ‘expert–novice’ relationship.
- **Coaching** is defined with a narrower remit than mentoring, and relates to specific areas of performance and job outcomes.
- **Various terms** are used in association with mentoring and coaching, including mutual learning, peer support, peer learning, co-mentoring, coach mentoring, work discussion groups and supervision.
- **Principles or typical ingredients** in definitions of mentoring and coaching include providing a sounding board, being a teaching-learning process, posing challenge within a safe environment, problem solving, being reflective, and providing ‘scaffolding’.
- **Approaches and models** of mentoring and coaching vary across three different spectra: **one-to-one** versus **group** approaches, **peer-to-peer** support versus ‘**expert–novice**’ support, and **same-sector** approaches versus approaches where the two parties are from **different sectors**.
- Mentoring and coaching involving **group support** is **somewhat less apparent in education/schools** compared with social care, with the exception of specific schemes such as Leading from the Middle (which involves both group support for middle managers in the teaching profession, and individual coaching).
- The **expert–novice approach** almost always takes place between staff within the same sector. It is typified by experienced staff mentoring or coaching less experienced or newly qualified staff within their profession.
- **Cross-sector mentoring and coaching** occurs with the express purpose of learning from another professional’s experience and/or benefiting from the independent viewpoint from another sector. The greater integration of children’s services today, with multi-agency and partnership working, lends itself to, and possibly demands, cross-sector mentoring and coaching.
- Other variations in approaches and models by sector are not especially apparent. Rather, variations in approaches and models appear to be **context specific**. Coaching and mentoring both interact with the wider process of learning within an organisation, and the organisational context

influences the coaching or mentoring process adopted. Mentoring and coaching activities may be more influential when they ‘fit’ that wider context, and/or when they are part of a wider programme of professional development.

This section sets out, according to the reviewed literature:

- definitions for mentoring and coaching (section 2.2)
- approaches and models for mentoring and coaching (section 2.3)
- variations in approach by intervention (section 2.4)
- variations by sector and context (section 2.5).

## 2.2 What definitions are there for mentoring and coaching?

### 2.2.1 What is mentoring?

**Mentoring** is concerned with ‘growing an individual’, both professionally and personally. It is linked with professional and career development (rather than a specific goal or area as in coaching, see 2.2.2). Some authors say it is characterised by an ‘expert–novice’ relationship (e.g. van Kessel, 2006; McDonnell and Zutshi, 2006a; Foster-Turner, 2006), and as such usually takes place at the start of a professional’s career (e.g. in initial teacher training). However, peer-to-peer mentoring approaches are also used (see section 2.3.2). A mentor has a more personal and broader commitment to the individual (including their wellbeing) compared to a coach (van Kessel, 2006).

[Mentoring is a process] *to help and support people to manage their own learning in order to maximise their potential, develop their skills, improve their performance, and become the person they want to be* (Parsloe, 1992, cited in Simkins *et al.*, 2006, p. 323).

*Mentoring is a development process, including elements of coaching, facilitating and counselling, aimed at sharing knowledge and encouraging individual development. It has a longer-term focus [than coaching] designed to foster personal growth and to help an individual place their creative, personal and professional development in a wider cultural, social and educational context (e.g. Why am I doing what I do? How do I perceive my identity? In what ways does this impact on my professional life and work? Where am I going? What determines my long-term goals?)* (Renshaw, 2008, p. 11).

*Mentors may be informal – colleagues who provide advice, opinions or support; or formal – in those cases where people are specifically designated to perform this work, sometimes within the context of a mentoring scheme (Hobson and Sharp, 2005, p. 25–6).*

### 2.2.2 What is coaching?

**Coaching** seems to have a narrower remit than mentoring and relates to specific areas of performance and job outcomes (e.g. Hafford-Letchfield *et al.*, 2007; Hobson and Sharp, 2005; Renshaw, 2008; Robins, 2006; McDonnell and Zutshi, 2006a).

*Coaching is seen as one of a number of (potential) aspects of mentoring, and as having a narrower focus, notably relating to an individual's skill development (Hobson and Sharp, 2005, p. 26).*

*Coaching is typically conceived as a narrower concept than mentoring, with an emphasis on the improvement of skills and performance (Simkins *et al.*, 2006, p. 323).*

*Coaching is an enabling process aimed at enhancing learning and development with the intention of improving performance in a specific aspect of practice. It has a short-term focus with an emphasis on immediate micro issues (e.g. How can I improve my performance in this particular area? How can I strengthen my workshop practice? What are the most appropriate ways of making my team work together more effectively?) (Renshaw, 2008, p. 11).*

### 2.2.3 Other terms and typical ingredients

Across the full audit of literature **various terms** are used in association with mentoring and coaching, including mutual learning, peer support, peer learning, co-mentoring, coach mentoring, work discussion groups and supervision. 'Definitions' for some of these are outlined below.

**Co-mentoring** *is essentially about collaborative learning ... a non-judgemental co-mentoring relationship based on parity of respect provides a strong basis for sharing values and exploring different points of view (Renshaw, 2008, p. 7).*

**Coach mentoring** *techniques are used to develop congruence and rapport. They pull on many techniques that are classically linked to therapeutic relationships such as active listening, reflective feedback, problem solving and empathy (Hafford-Letchfield *et al.*, 2007, p. 171).*

*Clinical supervision* – regular protected time for facilitated, in-depth reflection on clinical practice (Bedward and Daniels, 2005, p. 54). ... line managers offering advice as well as opportunities to reflect on practice and professional judgement (Warman and Jackson, 2007, p. 36).

*Reciprocal peer coaching* is a professional development trajectory in which pairs of teachers work together to support each others' professional growth. Reciprocal peer coaching allows two teachers to regularly discuss their efforts to support student learning, and to experiment with instructional methods. Teachers take turn in being a teacher coached and a coach (Zwart *et al.*, 2007, p. 167).

*Group reflective supervision* is a method of peer supervision which provides an opportunity for colleagues to engage in enquiry with each other to develop practice (Wimpenny *et al.*, 2006).

Authors themselves state that there are no definitive definitions (e.g. van Kessel, 2006; and Jones *et al.*, 2005, p. 9 – 'there is no single animal called mentoring, rather a group of tasks associated with the role'). However, mentoring and coaching processes can be characterised by a set of underlying **principles or ingredients, typically** including:

- providing a sounding board and a critical friend (Allan, 2007; Hobson and Sharp, 2005; Robins, 2006; Simkins *et al.*, 2006)
- a teaching-learning process, that is learner-centred (Jones *et al.*, 2005; Renshaw, 2008; Simkins *et al.*, 2006)
- providing information and support, rather than advice (NIESR, 2005; Robins, 2006)
- posing challenge within a safe environment (Allan, 2007; Robins, 2006; Chappell, 2007) (the mentor will 'promote both nurture and challenge within the boundaries of the relationship with the practitioner and encourage sustained motivation in the work place', Robins, 2006, p. 9)
- problem solving (Hafford-Letchfield *et al.*, 2007; Hobson and Sharp, 2005, Robins, 2006)
- being reflective (including literally 'providing a "mirror" to enable a learner to explore their aims, objectives, hopes and fears' Hafford-Letchfield *et al.*, 2007, p. 174; Robins, 2006)
- providing 'scaffolding' (Hobson and Sharp, 2005, Robins, 2006)
- creating a partnership, in which mentor/coach and mentee/coachee must both be engaged and motivated (Simkins *et al.*, 2006).

The following quotes illustrate the principles of learning and reflection underlying mentoring and coaching:

*Learning and development is fundamentally what both coaching and mentoring are about, and perhaps the strongest philosophy behind coaching and mentoring is that everyone has some potential to learn, grow and develop (Hafford-Letchfield et al., 2007, p. 167).*

*Coaching and mentoring have strong links with action learning because they are focused on problem solving and the continuous process of learning and reflection. Reflective practice is important because it encourages us to take responsibility for ourselves, our learning and for our own actions. It encourages continuing personal and professional development, discourages blame and encourages creativity, problem solving and continuing aspirations to raise quality and standards (Hafford-Letchfield et al., 2007, p. 171).*

### 2.3 What approaches and models for mentoring and coaching are used?

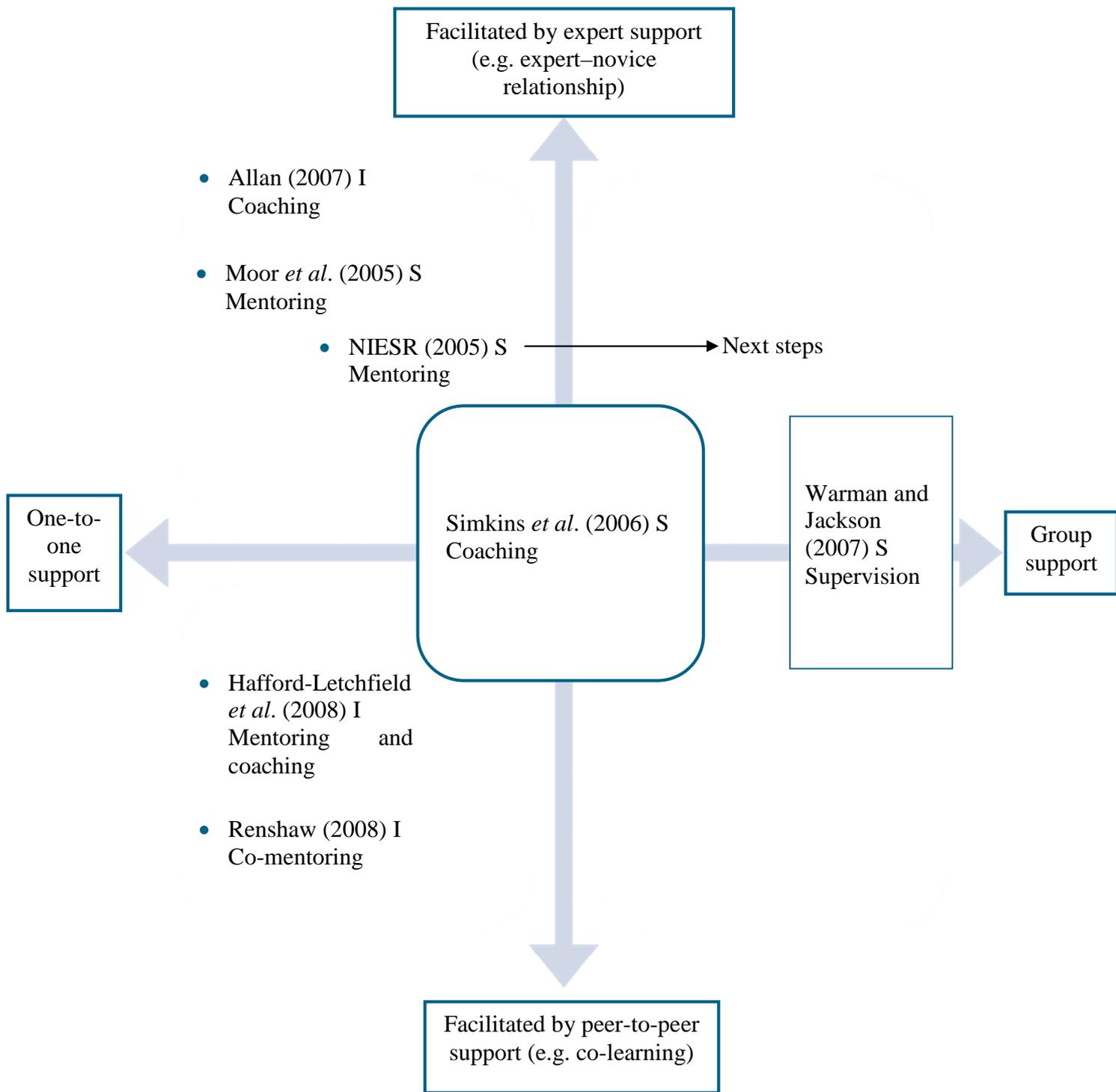
Seven of the 13 fully reviewed studies investigate specific models of mentoring and/or coaching. The approaches vary across three different spectra:

- 1) **One-to-one** versus **group** mentoring/coaching approaches
- 2) **Peer-to-peer support** (e.g. co-learning) versus **‘expert–novice’ support** (i.e. approaches facilitated by an expert, e.g. expert management coach, or an experienced colleague)
- 3) **Same-sector approaches** (where the mentor/coach and mentee/coachee are from the same sector, as in mentoring initial trainee teachers) versus approaches where the two parties are from **different sectors** (e.g. cross-sector or multi-disciplinary learning).

These three dimensions occur in different combinations in our selected studies, as shown in Diagram 1. Other features that vary include whether the mentor/coach is **internal** (from the same organisation) or **external** (from another organisation, but for example within the same sector) (i.e. the extent to which they are known by the mentee/coachee prior to the relationship); and the way in which mentoring and/or coaching **links with the organisations’ context** in which it is located (Simkins et al., 2006) (see section 2.5).

The six other fully reviewed sources refer to a range of approaches and models for mentoring and coaching, rather than investigating one specific model of mentoring and coaching.

Diagram 1 Models and approaches to mentoring and coaching



Key: I = interagency/cross sector/different sector support; S = same-sector support

### 2.3.1 One-to-one support ... group support

As Diagram 1 shows, approaches to mentoring and coaching include **one-to-one support**:

- where each mentee is supported by a more experienced colleague from the same sector (e.g. Moor *et al.*, 2005, for teachers early in their careers)
- where each coachee is supported by an expert from another sector (e.g. Allan, 2007, where the one-to-one relationship between the headteacher and an external coach was adopted to provide a safe environment to explore personal and professional issues)
- where each mentee is co-supported by a peer from another sector (e.g. Renshaw, 2008, where a learning agreement and a shared focus were key elements of creating a close and collaborative one-to-one relationship).

Mentoring and coaching approaches also involve **group support**:

- with participants supported by an external expert facilitator from a similar field in a group situation, including support from their peers within the group (e.g. Warman and Jackson, 2007)
- in a project where the next steps are to include group support, facilitated by an experienced colleague in the early years/childminder sector (e.g. NIESR, 2005).

Mentoring and coaching involving **group support** is **somewhat less apparent in education/schools** compared with social care, with the exception of specific schemes such as Leading from the Middle (LftM). This involves group support for a specific target population (i.e. middle managers in the teaching profession), as well as individual coaching support.

### 2.3.2 Peer-to-peer support ... expert–novice support

Approaches involving **peer-to-peer learning** include:

- pairs of teachers trialling new approaches for a term when new initiatives are introduced (see Ladygrove Primary School, Case Study in Cordingley, 2008)
- co-mentoring between teachers and creative/cultural professionals, where each party is equal in the reciprocal peer learning partnership (e.g. Renshaw, 2008, where both parties gain outcomes for themselves and their organisations)

- cross-sector support from colleagues in an interagency coaching and mentoring scheme, where, whilst peers of equal standing in their respective professions, the coach received training to become a coach-mentor, and the coachee was described as the ‘learner’ (Hafford-Letchfield *et al.*, 2007)
- peer mentoring between headteachers, with relatively equal standing of both parties (Hobson and Sharp, 2005).

The **expert–novice approach** almost always takes place within the same sector (according to our 13 selected sources, and indeed the full audit of 43 sources). It is typified by experienced staff mentoring or coaching less experienced or newly qualified staff within their profession, for example:

- experienced teachers mentoring the professional development of teachers early in their careers (Moor *et al.*, 2005)
- experienced childminders supporting new or existing childminders (NIESR, 2005)
- headteachers matched with more experienced headteachers within their local authority (giving ‘help to newcomers by veterans’) such as in the DfES Headteacher Mentoring Pilot Scheme of the early 1990s (note that this is in contrast to the other headteacher peer mentoring approaches identified in Hobson and Sharp’s 2005 review).

However, one of our sources promoted a quasi ‘expert–novice’ approach across sectors, where four headteachers were each coached by a specialist in leadership skills from outside education (Allan, 2007). The headteachers (not necessarily ‘novices’, but nor were they peers within the relationship) greatly valued the opportunity to discuss their leadership issues with a skilled coach who was independent of the education system (see section 4.3 for further details on effective features of mentoring/coaching, and section 2.3.3 on same-sector versus cross-sector support).

### **2.3.3 Same-sector support ... cross-sector support**

As can be seen in sections 2.3.1 and 2.3.2, **same-sector support** occurs in one-to-one and group mentoring/coaching approaches, and in peer-to-peer and expert–novice approaches.

**Cross-sector mentoring and coaching** appears to occur with the express purpose of learning from another professional’s experience (including co-

learning, i.e. in both directions), and/or benefiting from the independent viewpoint that another sector professional can bring. The greater integration of children's services today, with multi-agency and partnership working, lends itself to, and possibly demands, cross-sector mentoring and coaching. This includes the education sector, as Robins (2006) aptly highlights:

*Developments in early education and the breadth of provision in the early years sector have resulted in the use of mentoring across conventional professional contexts – for example the use of visiting teachers as practice mentors in community pre-schools and private day nurseries, reflecting the integration of services and the multi-disciplinary work within the field* (Robins, 2006, p. 6).

An example of cross-sector mentoring and coaching within social care is given in section 2.3.5.

#### **2.3.4 Other aspects of approaches and models**

Other aspects of the approaches and models we can consider include: the support activities involved, frequency of support, the extent to which training for mentors/coaches is involved, and some specific mentoring/coaching styles. The different spectra identified within each of these areas according to our 13 sources are outlined below.

##### **Support activities**

Support activities for mentoring and coaching include one-to-one meetings, observations, school visits and group meetings. Some support activities are remote, for example, telephone conversations (Allan, 2007; NIESR, 2005). Whilst most support between mentor/coach and mentee/coachee is discursive, the REFLECT co-mentoring programme employed innovative non-verbal modes of communication to encourage reflection and new ways of thinking (Renshaw, 2008).

##### **Frequency of support**

The frequency of allocated support sessions in the selected studies varies. For example, a headteacher coaching pilot involved four initial coaching sessions of 45–60 minutes each, with three additional sessions, for each coachee (Allan, 2007). The Leading from the Middle (LftM) coaching programme involved five Development Days and seven sessions where coach and

participants met both individually and in groups called ‘learning sets’ (Simkins *et al.*, 2006). In mentoring, support also happens outside of formal allocated sessions, including on an ongoing basis, for example, wider pastoral support for initial trainee teachers (Child and Merrill, 2003).

The studies do not state how the amount or frequency of support or training (see below) is devised or allocated. However, it would seem that mentoring and coaching involving newly qualified staff requires a commitment to providing ongoing support (e.g. for initial trainee teachers, Child and Merrill, 2003; and for childminders going through the registration process, NIESR, 2005).

### **Training for mentors/coaches**

Examples of training for mentors/coaches include: training for support childminders (NIESR, 2005); nine training days as part of the REFLECT programme (Renshaw, 2008); and the provision of mentoring training from local authorities as part of the DfES Early Professional Development (EPD) scheme (Moor *et al.*, 2005).

Case studies of individual schools also show the importance attached to training in mentoring and coaching as part of schools’ CPD strategies. For example, a school senior leadership team has been trained in coaching as part of the Manchester Coaching Network (see Piper Hill High School, Case Study in Cordingley, 2008), and ‘training in mentoring and coaching is enshrined in staff development policy’ at Ladygrove Primary School (see Case Study in Cordingley, 2008, p. 21). Training is discussed further in section 4.3.2 as part of the effective features of mentoring and coaching.

### **Some specific mentoring/coaching styles**

Table 2.1 provides some descriptions of specific mentoring and coaching models noted in the literature. Different perceptions of the mentor role, and effective features of the role, are explored in further detail in sections 4.3 and 4.4.

Table 2.1 Descriptions of specific mentoring and coaching models

Model	Description	Reference
Apprenticeship model	Mentor acts as the master teacher, conveying the rules and values, to be emulated.	Child and Merrill (2003); Jones <i>et al.</i> (2005)
Competence model	Mentor relates training and assessment to practice. Mentors perform the role of trainer, assessor and gatekeeper of the profession.	Child and Merrill (2003); Jones <i>et al.</i> (2005)
Reflective model	Mentor adopts the role of critical friend who assists in the evaluation of teaching, to develop a reflective practitioner.	Child and Merrill (2003); Jones <i>et al.</i> (2005)
Mentor as model	To inspire and to demonstrate.	Hobson and Sharp (2005)
Mentor as acculturator	To help the mentee become accustomed to the particular professional culture.	Hobson and Sharp (2005)
Mentor as sponsor	To open doors and introduce the mentee to the right people. Power and control is not shared; the mentor has primary responsibility for managing the process. Directive styles such as coaching and guiding are used.	Hobson and Sharp (2005); Robins (2006).
Mentor as provider of support	To provide the mentee with a safe place to release emotions or let off steam.	Hobson and Sharp (2005)
Mentor as educator	To listen, to coach and to create appropriate opportunities for the mentee's professional learning.	Hobson and Sharp (2005)
Development model	Non-directive styles such as counselling and facilitating are used. Balance of formal and informal arrangements. Personal and professional change through reflection.	Robins (2006)

### 2.3.5 Three case examples

To illustrate the range of approaches to mentoring and/or coaching and the types of activities involved, three different examples from the reviewed literature are presented below.

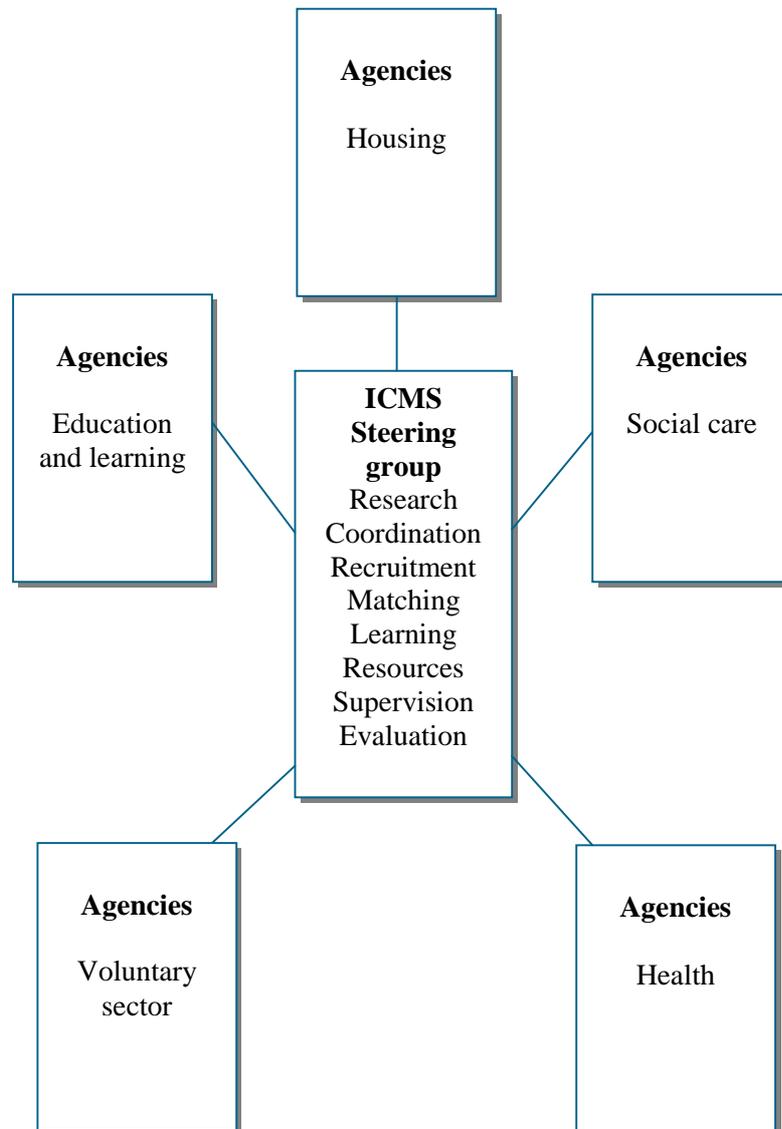
<p>Moor, H., Halsey, K., Jones, M., Martin, K., Stott, A., Brown, C. and Harland, J. (2005). <i>Professional Development for Teachers Early in Their Careers: an Evaluation of the Early Professional Development Pilot Scheme</i> (DfES Research Report 613). London: DfES [online]. Available: <a href="http://www.dcsf.gov.uk/research/data/uploadfiles/RR613.pdf">http://www.dcsf.gov.uk/research/data/uploadfiles/RR613.pdf</a> [12 November, 2008].</p>	
<b>Education</b>	
<b>Same sector</b>	<p>The Early Professional Development (EPD) scheme provided £700 per term to support the professional development of second year teachers, and £350 per term in their third year. The scheme required a commitment to mentoring – all EPD teachers had a mentor. Mentoring support was generally one-to-one support, where a more experienced mentor supported new teachers.</p> <p>Mentor activities included facilitating teachers' involvement in EPD and CPD (e.g. formulating EPD activity and spending plans, booking onto courses). Practical support for teachers' professional roles was also given (e.g. discussion, lesson observation, classroom management, lesson planning and assessment), as well as encouragement and emotional support.</p> <p>Support generally involved occasional formal meetings (on average one or two per term) between the EPD teacher and their mentor, and more frequent (ongoing) informal discussions and support.</p> <p>Training for mentors was offered by the LEA (and in some cases by their own school) to assist them in their role on the EPD scheme. The focus of the training included guidance on the EPD scheme, mentor skills (e.g. evaluation, feedback, observation), EPD paperwork, and mentor knowledge (e.g. teaching advice, career planning).</p>
<b>One-to-one</b>	
<b>Expert–novice</b>	
<b>Activities</b>	
<b>Frequency of support</b>	
<b>Training for mentors</b>	

<p>National Institute for Economic and Social Research (NIESR) (2005). <i>The Support Childminder Pathfinder Scheme: Evaluation Report September 2003–November 2004</i> [online]. Available: <a href="http://www.dfes.gov.uk/research/data/uploadfiles/SurestartReportFR005.pdf">http://www.dfes.gov.uk/research/data/uploadfiles/SurestartReportFR005.pdf</a> [24 October 2008].</p>	
<b>Early years (social care)</b>	
<b>Same sector</b>	<p>The support childminder scheme was developed to increase the support available to prospective and new childminders, through 'peer' mentoring, with the aim of increasing rates of recruitment and retention.</p> <p>Local authority staff coordinated support childminders, who in turn mentored five to ten childminders on a one-to-one basis. Support childminders received an annual bursary of £500. Support childminders</p>
<b>One-to-one</b>	
<b>Expert–</b>	

<b>novice</b>	were usually more experienced, supporting new or existing childminders.
<b>Activities</b>	Support activities included telephone and face-to-face meetings, providing information (e.g. on business matters) and referring to appropriate agencies. Through the scheme, childminders were supported through the registration process and for up to a year after registration.
<b>Training for support childminders</b>	Support childminders received training in business and legislation matters, making referrals, child protection, and on issues of confidentiality.

Hafford-Letchfield, T., Leonard, K., Begum, N. and Chick, N.F. (2007). 'Coach mentoring as a developmental tool in the workplace.' In: Hafford-Letchfield, T., Leonard, K., Begum, N. and Chick, N.F. (Eds) *Leadership and Management in Social Care*. London: Sage.

<b>Social care and cross sector</b>	
<b>Cross sector</b>	<p>The chapter describes an interagency model to coach mentoring (ICMS). The ICMS pilot was launched in a London borough in 2002, involving three organisations, to provide cross-sector coaching and mentoring to a cohort of aspiring managers. The scheme was re-launched in 2004 with the objectives to:</p> <ul style="list-style-type: none"> <li>• support staff in professional development and welfare</li> <li>• encourage interagency partnership and best practice</li> <li>• enable learning and create a learning organisation</li> <li>• provide opportunities to develop a different perspective</li> </ul>
<b>One-to-one</b>	<p>Over time, the partnership has grown to include nine business partners, three local authorities, three National Health Service Trusts, one private and voluntary agency, a university and a consultancy group. The group of mentors and learners grew from nine coach mentors to 40, and 19 learners to 90 learners.</p>
<b>Peer-to-peer</b>	<p>The scheme uses peer mentoring: 'Peer group mentoring can be successfully utilized as a blended learning method in an adult learning programme' (p.170). The coaching and mentoring sessions are reciprocal, and free to the user at the point of delivery. 'Blended learning' resources include: an open learning pack, a coach mentors' network, an online discussion forum, and a newsletter.</p>
<b>Activities</b>	
<b>Training for coach mentors</b>	<p>The scheme has a steering group which is responsible for development and coordination, recruitment, training, supervision of coach mentors, and matching of coach mentors and learners. The steering group is coordinated by a volunteer coordinator. The scheme has quality assurance measures in place to monitor and evaluate the mentoring relationships and the learning outcomes.</p>



Model of an interagency mentoring scheme. Cited in Hafford-Letchfield, T., Leonard, K., Begum, N. and Chick, N.F. (2008), p.179, Figure 8.1.

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## 2.4 Variations in approach by intervention

Whilst explicit reasons for adopting a particular approach are not necessarily advanced in these studies, the context of the intervention is clearly important and specific models may be suitable for certain purposes. Some examples are suggested below.

- The ‘leadership focus’ of Leading from the Middle (LftM) (reported in Simkins *et al.*, 2006) is intended to address aspects of **school development, as well as key personal leadership skills and qualities**. Thus, the coaching approach adopted includes, for example, sessions where coaches can support their schools’ development through **group work, one-to-one sessions** between the LftM teacher and their tutor, and work in **learning sets for peer support** between LftM teachers. The LftM support comes from within the education sector.
- In contrast, the headteacher pilot coaching programme reported in Allan (2007) had the express purpose of providing leadership support for heads through the use of **a skilled coach who was external** to the education system. The aim was to explore whether this approach provides a safe and confidential way of enabling school leaders to review their personal and professional objectives.
- The **group work and peer support** approach adopted in work discussion groups for social care professionals (reported in Warman and Jackson, 2007) is possibly a response to the **challenges in providing on-going one-to-one supervisory relationships from more experienced staff**. The authors state that high staff mobility, increased workload pressures for permanent and more experienced staff, and the lack of an appropriate mix of less and more experienced staff, means it is difficult to provide individual practice tutor support for students and newly qualified team members.
- Key to the one-to-one, peer mentoring approach adopted in the REFLECT programme (reported in Renshaw, 2008) is that it is **cross sector**. The initiative is set within the context of Creative Partnerships. The mentoring approach is about strengthening the **quality of partnership and collaborative practice**, which is central to the Government’s creativity agenda. The **co-mentoring** approach (which is peer-to-peer, rather than ‘expert–novice’) would seem to be important to the programme’s underlying principle of **setting a shared agenda** and developing creative practice at the heart of **both parties’ organisations**.

## 2.5 Variations by sector and by context

In section 2 we have set out the range of definitions, approaches and models relating to mentoring and coaching identified in the literature. Apart from

terminology around ‘supervision’ within social care, other variations in approaches and models by sector are not especially apparent. Rather, variations in approaches and models appear to be intervention and context specific. This is important, as it links with suggestions raised by researchers that there is a two-way interaction between context and outcomes: coaching or mentoring interacts with the wider process of action learning/organisational change, and the organisational context influences the coaching or mentoring process (Simkins *et al.*, 2006). Ethos and ‘definitions’ of mentoring and coaching will have an impact on the type of coaching or mentoring adopted. ‘Mentoring and coaching help to transfer learning within an organisation’ (McDonnell and Zutshi, 2006a), therefore this will have an impact on the organisation’s culture. Thus, the fit, or otherwise, of the definitions, approaches and models adopted with the culture into which they are applied, could affect impact.

Section 3 explores the range of impacts from mentoring and coaching for participants and their organisations.

## 3 Mentoring and coaching: impacts

### 3.1 Summary and key findings

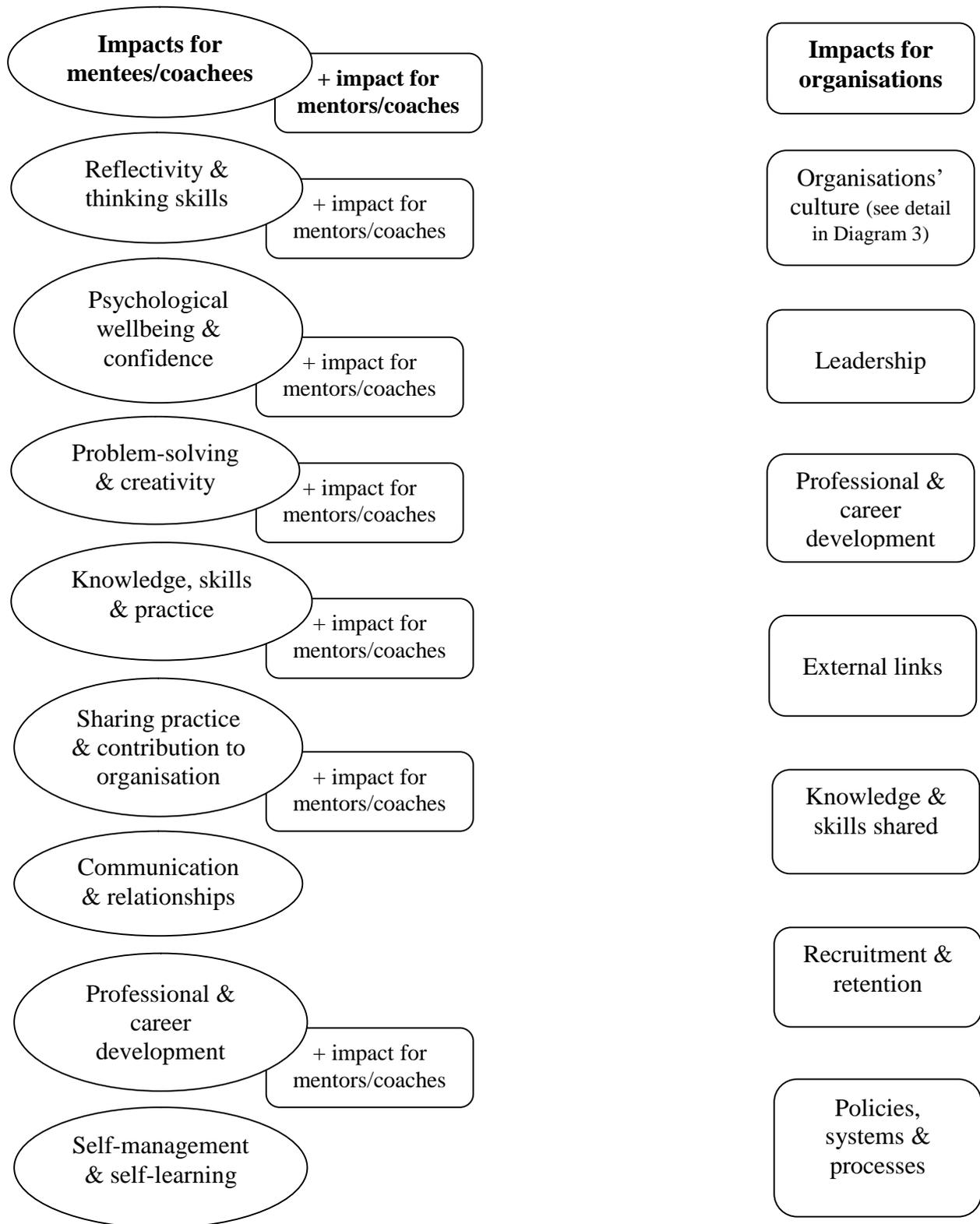
Diagram 2 shows the range of impacts identified in the research studied here for mentees/coachees, mentors/coaches and for organisations (e.g. schools, social care organisations).

- **Increased reflectivity** is evident for mentees/coachees, mentors/coaches and for organisations, as is the **sharing of improved knowledge and skills**, and commitment to and a culture of **professional development**. This may have important synergies with performance management and professional standards for teachers.
- **Cross-sector** and **group working** approaches to mentoring and coaching seem to have the potential to inflate some of these impacts to another level, for example, the cross fertilisation of learning in an interagency coaching and mentoring scheme, and wider impacts on relationships and sharing of practice through work discussion groups.
- Impacts for mentors and coaches seem stronger for those **professionals new to the role of mentor or coach** or new to a particular context. Given that training was part of this new role, it is reasonable to suggest that this has an effect on the extent and nature of impacts gained by mentors and coaches. That is, **trained mentors** gain greater impact themselves.
- Impacts on an **organisations' culture** are the most widely reported organisational impacts. An array of cultures and ethos are engendered by mentoring and coaching, the three most common being: a **research/learning culture**, a **reflective culture**, and a **collaborative culture**. Both expert–novice and peer-to-peer approaches contribute to these.
- Organisational impacts **vary somewhat by sector**.
  - In **schools**, impacts include a **culture of professionalism** (in terms of a recognition of professional and career development), not noted within the studies on social care (where professionalism and recognition are perhaps already entrenched within existing modes of clinical supervision).
  - Enhanced **knowledge and skills** are **shared** within educational organisations. Again, this is not noted in the social care examples. As found in a recent study, regular staff meetings in schools provide a useful forum for such sharing.
  - The positive impact of mentoring and coaching on **recruitment and retention** relates to the **social care sector** in the literature studied here. This may be an important finding for social care, and indeed for education, given widely reported recruitment and retention issues within both these sectors.
- **Evidence of direct impact on young people** from mentoring and coaching within their organisation **is rare**. However, reports from

researchers and teachers suggest that a culture of mentoring and coaching will, **over time**, have an impact on young people and their learning.

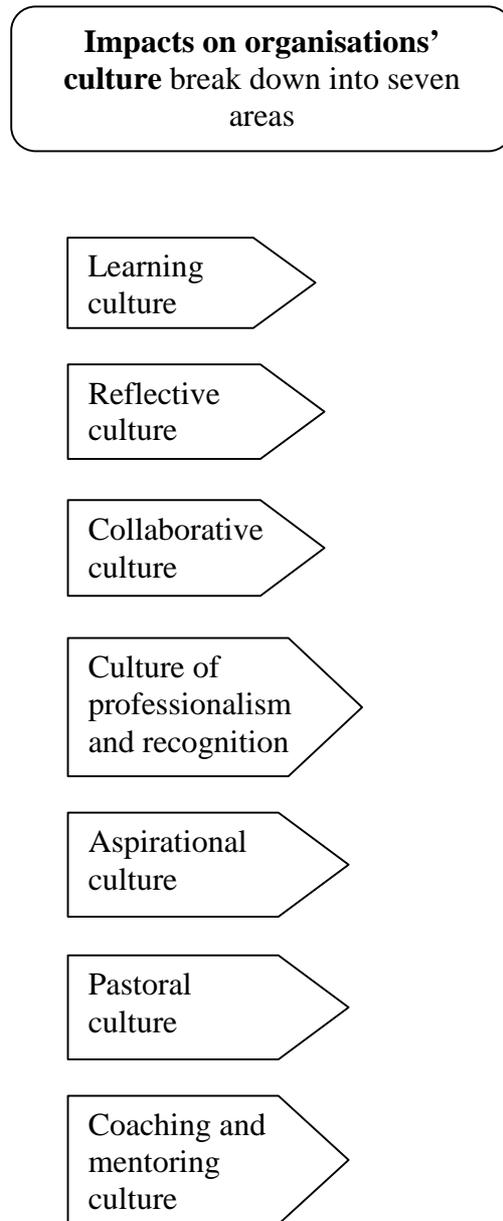
In this section, we set out the impacts of mentoring and coaching, according to the selected studies, for:

- mentees/coachees (section 3.2)
- mentors/coaches (section 3.3)
- organisations (e.g. schools, social care organisations) (section 3.4)
- young people (e.g. pupils) (section 3.5).

Diagram 2 Impacts from mentoring and coaching<sup>2</sup>

<sup>2</sup> The impact categories shown in Diagram 2 arise from the evidence in the reviewed sources. Impacts for mentors and coaches cover similar areas to those for mentees and coachees. In the sources we reviewed however, there was no specific evidence for impact on mentors/coaches communication skills or self-management skills, although such impacts might reasonably occur.

Diagram 3 Impacts for organisations' culture: detail



## 3.2 Impacts for mentees and coachees

Impacts for mentees and coachees fall into the following eight categories, presented in order of frequency according to the studies reviewed here.

- **Increased reflectivity and clarity of thinking:** Examples include increased opportunity to reflect on a new or specific role, for example, headteaching (Allan, 2007; Hobson and Sharp, 2005), where participants now arrive at a considered rather than a precipitate action. Reflection, dialogue and shared activities for teachers and creative professionals involved in co-mentoring (Renshaw, 2008) have enabled them to 'shift their ways of seeing' and have enriched their thinking. Work discussion groups for social care workers are said to promote the development of reflective practice (Warman and Jackson, 2007).
- **Improved psychological wellbeing and confidence:** Examples include reduced work-related stress through work discussion groups (Warman and Jackson, 2007), reduced feelings of isolation for coached headteachers who particularly appreciate mentors who provide emotional support and reassurance (Hobson and Sharp, 2005), and increased confidence for mentored teachers early in their careers (Moor *et al.*, 2005). Feeling confident in their new professional identity and leaving behind previous roles seems to be an important outcome for coached headteachers (Hobson and Sharp, 2007). An example of cross-sector working takes these impacts further, to include empowerment and being less anxious about revealing areas of weakness (because of the trusting and confidential environment that cross-sector working allows) (Hafford-Letchfield *et al.*, 2007). Headteachers with an external coach were also able to openly discuss problems and challenges (Allan, 2007).
- **Better problem-solving skills** (including **decision-making** and in some cases **creativity** and innovation): Examples include developed problem analysis for headteachers (Allan, 2007; Hobson and Sharp, 2005), coached headteachers being able to deal better with difficult, challenging and highly sensitive situations (Allan, 2007), and finding solutions and more effective decision-making by social care professionals (Warman and Jackson, 2007). Linking back to reflectivity, 'asking fundamental questions' led to personal growth, creativity and innovation for participants in the REFLECT programme (Renshaw, 2008).
- **Gains in practitioner knowledge and skills** (leading in some cases to **changes in an individual's practice**): Examples include classroom management skills for mentored early career teachers (Moor *et al.*, 2005), leadership skills for headteachers (Hobson and Sharp, 2005), and, specifically for social workers, a deeper understanding of the client-worker relationship and the impact clients can have on social workers (Warman and Jackson, 2007). Where mentoring and coaching are perceived as 'long-term professional development strategies', changes in practice are also evident (Boyle *et al.*, 2005; Moor *et al.*, 2005; Renshaw, 2008).

- **Improved sharing of practice:** This includes the ability to contribute to the school community by early career teachers (Moor *et al.*, 2005) – here, mentees felt that ‘EPD had considerably affected their ability to contribute to their colleagues and the school. Mentors ... concurred that EPD had had a considerable effect on their mentees’ contribution to school life’ (p.iv). As a result of being coached, headteachers have developed coaching for use with their senior leadership teams (Allan, 2007). Going beyond organisational boundaries, sharing and ‘cross fertilisation’ of learning is evident in an example of cross-sector coaching and mentoring (Hafford-Letchfield *et al.*, 2007). According to Warman and Jackson (2007), improvements in sharing of practice seem enhanced by a group approach to peer support – ‘since work discussion groups involve several practitioners working together over time, the capacity for peer consultation between colleagues develops not only within the group but also outside of the work discussion groups too’ (p. 44).
- **Better communication and relationships:** Examples include coached headteachers having greater capacity to empower their staff through improved relationships (Allan, 2007), improved personal communication skills (Hobson and Sharp, 2006), and developed relationships with clients as well as with peers through work discussion groups (Warman and Jackson, 2007).
- **More positive attitudes towards professional and career development:** This includes teachers’ recognition of their own professional development needs (Moor *et al.*, 2005), headteachers’ greater commitment to professional development (Allan, 2007), and in some cases contributing to career development and new roles (Moor *et al.*, 2005).
- **Self-management and self-learning skills:** This includes self-regulation by headteachers in writing action plans, using self-imposed deadlines, and having an inner sense of accountability (Allan, 2007), being encouraged towards self-learning through co-mentoring (Renshaw, 2008), and greater self-awareness of one’s own abilities (Allan, 2007).

Differences in the types of impacts gained by mentees and coachees are more subtle than simply by sector or by mentoring/coaching approach (e.g. one-to-one, group, etc). For example, increased reflectivity occurs through peer-to-peer and expert–novice approaches, as well as through one-to-one and group approaches. However, cross-sector working does seem to have the potential to inflate impacts to another level, for example, the cross fertilisation of learning in an interagency coaching and mentoring scheme (Hafford-Letchfield *et al.*, 2007) and developing creativity and innovation through cross-sector co-mentoring (Renshaw, 2008). Likewise, group working, as opposed to one-to-one approaches, provides a wider route to impacts on relationships and sharing of practice, as suggested in Warman and Jackson (2007).

Other impacts are context or participant specific – for example, the self-management skills gained by headteacher coachees in Allan (2007), skills required by such professionals, and interestingly, gained from expert management coaches.

### 3.3 Impacts for mentors and coaches

Impacts for mentors and coaches fall into six categories, very similar to most of those for mentees and coachees. The categories are presented in order of frequency according to the studies reviewed here.

- **Gains in knowledge and skills:** Examples include coaching skills (Simkins *et al.*, 2006), greater knowledge of approaches to leadership and current headship practice (Hobson and Sharp, 2005), greater understanding of childminding including, for example, child protection and legal issues (NIESR, 2005), and better management skills through an early years mentoring programme in Robins (2006).
- **Improved psychological wellbeing and confidence:** This particularly includes satisfaction from undertaking the role (Moor *et al.*, 2005; NIESR, 2005), as well as improved self-esteem (Hobson and Sharp, 2005) and improved morale and wellbeing (Moor *et al.*, 2005). For support childminders, there was a reduced feeling of isolation as they were able to meet and support other childminders (NIESR, 2005).
- **Increased reflectivity:** There is strong evidence for this in a survey of 55 trainee teacher mentors, where ‘without exception, every single professional mentor identified ITT as a profound source of practitioner [mentor] reflection: in fact, they acknowledged that it encouraged reflection’ (Child and Merrill, 2003, p. 321). There is also evidence for increased reflectivity in cross-sector coaching, for example, where employees (both coach and coachee) are engaged in reflecting on their learning (Hafford-Letchfield *et al.*, 2007).
- **Professional and career development:** This includes enhancement of own professional development, greater willingness to undertake professional development, and better knowledge of other teachers’ professional development needs (Moor *et al.*, 2005). Other studies have not necessarily explored specific attitudes and willingness to undertake professional development as outcomes for mentors/coaches.
- **Better problem-solving skills:** These are cited as a benefit for mentors carrying out headteacher mentoring support (Hobson and Sharp, 2005).
- **Improved sharing of practice:** For example, by support childminders, who welcomed the opportunity to learn and develop their own practice through mentoring qualifying childminders, as well to share their experience with newer staff (NIESR, 2005).

Again, differences by sector or by mentoring/coaching approach are not obvious. Rather, impact for mentors and coaches seems stronger both in terms of skills gained and personal satisfaction for those professionals new to the role of mentor or coach (as in the support childminders), or new to a particular context (as in the EPD scheme). It is notable that in most of the cases highlighted above, training for the mentoring/coaching role was part of the activity. It is reasonable to suggest that training in the role has an effect on the extent and nature of impacts gained by mentors and coaches (see section 4.3.2 for further discussion on training as an effective feature of mentoring and coaching).

### 3.4 Impacts for organisations (schools and social care organisations)

Impacts for schools and organisations involved in mentoring and coaching fall into seven main categories, the first of which, impacts on organisations' culture, breaks down into an array of areas (as shown in Diagram 3).

- Impacts on **organisations' culture** were the most widely reported organisational impacts. The cultures and ethos' engendered by mentoring and coaching include:
  - a **research and learning culture** – including through mentoring trainee teachers (Child and Merrill, 2003), work-based and action learning (in Hafford-Letchfield *et al.*, 2007), and creating a 'holistic learning environment' (Renshaw, 2008)
  - a **reflective culture** – particularly engendered in the cross-sector examples studied here (Hafford-Letchfield *et al.*, 2007; Warman and Jackson, 2007), and directly contributed to through coached headteachers bringing this into the school as part of a new leadership approach (Allan, 2007)
  - a **collaborative culture** – building a sense of community and relationships in a longitudinal study of teacher change (Boyle *et al.*, 2005), contributing to greater peer consultation amongst social care professionals (Warman and Jackson, 2007), and encouraging team work and staff involvement (Robins, 2006)
  - increased sense of **professionalism** and a **culture of recognition** around professional and career development – particularly amongst teachers in relation to what they see as long-term professional development activity including mentoring and coaching (Boyle *et al.*, 2005; Child and Merrill, 2003) (interestingly, this impact is not noted in the studies on social care; it may be that professionalism and recognition is more apparent through existing modes of clinical supervision in this field)

- a **culture of high aspirations and vitality** – especially through working with particular target professional groups, for example, mentoring initial trainee teachers in the school (Child and Merrill, 2003), and coaching aspiring managers from black and minority ethnic professionals and other minority groups in a pilot interagency coaching and mentoring scheme (Hafford-Letchfield *et al.*, 2007)
- a **pastoral culture** – evident in relation to schools in these studies, in terms of both a pastoral culture for staff (Moor *et al.*, 2005; Child and Merrill, 2003) and for pupils (Moor *et al.*, 2005)
- a **coaching and mentoring culture** – directly mentioned as an impact on the organisations' culture in one source (Allan, 2007), although clearly coaching and mentoring continues as a practice in the organisations involved in many of these studies. A coaching and mentoring culture perhaps actually encompasses all of the other cultures mentioned above.

*A major benefit for schools involved in initial teacher training is the transferability of mentoring skills to other aspects of school's life and work. A school staff enriched by the experience of mentoring, and managed by those with high order mentoring skills was likely to achieve change and improvement more readily because there would be a culture of recognition, a mature approach to the analysis of strengths and weaknesses, and collaborative cultures ... (Child and Merrill, 2003, p. 321).*

- **Impacts on organisation leadership:** Particularly improved school leadership through headteachers' new leadership skills (Allan, 2007; Hobson and Sharp, 2005), as well as examples of creative leadership in both education and creative and cultural organisations (Renshaw, 2008), changes to management structures (Moor *et al.*, 2005), and supporting teams through change and supporting succession planning (Hafford-Letchfield *et al.*, 2007).
- **Improved professional and career development:** Examples include the general growth of professional development within the setting (e.g. schools, in Moor *et al.*, 2005), as well as the specific development of mentoring and coaching programmes within the setting or sector (e.g. building on REFLECT, some schools are developing their own co-mentoring programmes, Renshaw, 2008). Other impacts include providing shadowing and secondment placements, and developing future leaders (Hafford-Letchfield *et al.*, 2007), and increases in opportunities for training such as that for all staff in child observation techniques (in Robins, 2006) and increased take up of training by childminders (NIESR, 2005).
- **Greater external links** (i.e. impacts linking to other organisations and between organisations): Examples include greater cross-fertilization of ideas and understanding between social care, health and other sectors (Hafford-Letchfield *et al.*, 2007), better links between schools and Higher Education Institutions (HEIs) through trainee teacher mentoring (Child and

Merrill, 2003), improved communication between childminders and other related employer stakeholders (NIESR, 2005), and greater cross-sector links and networks related to co-mentoring across sectors (Renshaw, 2008). In addition, increased parental involvement with early childhood education settings is noted in Robins (2006).

- **Enhanced knowledge and skills shared within the organisation:** This relates especially to organisation leaders having up-to-date knowledge of relevant practice, either through having been mentors/mentees themselves (e.g. headteachers in Allan, 2007), or through their staff feeding this back to other personnel in the organisation (Robins, 2006; Moor *et al.*, 2005).
- **Recruitment and retention of personnel** (linked with professional and career development): Systematic mentoring and coaching within the social care sector has been reported to impact on recruitment and retention. On the support childminder scheme in particular, logistical support (for example with fees, in translating documents into other languages, and organising coffee mornings for childminders and job-seekers to meet informally) is thought to have contributed to prevention of drop-out before registration and to the recruitment of new childminders (NIESR, 2005). For staff involved in work discussion groups, job absence and insecurities were improved. In outreach projects to secondary schools run by the Tavistock Clinic/Brent Centre for Young People's, evidence from staff attending the work discussion groups in one school showed that they had a significantly lower rate of absence due to illness than the staff group as a whole over a three year period (Warman and Jackson, 2007, p. 45). The sense of 'relief not to be alone' in struggling with an issue, and, furthermore to feel 'much more positive about their work' is reported as supporting this absence record.
- **Improved organisation policies, systems and processes:** This is particularly in relation to planning, assessment and record-keeping – both examples relate to education, in the early years (Robins, 2006) and for early careers teachers in schools (Moor *et al.*, 2005).

A number of the impact areas discussed above link implicitly with the new professionalism in teaching. A commitment to recognising professional and career development, for example, suggests that there may be important synergies to be made with performance management and professional standards. Likewise, the research culture that is engendered, as well improved assessment procedures, may support the evaluation of impact – a key activity now expected of schools and part of school improvement.

Organisational impacts do seem to vary somewhat by sector. A culture of professionalism (in terms of recognition of professional and career development) can be generated by mentoring and coaching within schools, but this is not noted within the studies here on the social care sector. As noted

above, professionalism and recognition are perhaps already entrenched within existing modes of clinical supervision in this field. Again, enhanced knowledge and skills shared within the organisation occurs in schools and early years settings in these studies, but is not noted in the social care examples. Perhaps regular staff meetings in schools provide a useful forum for such sharing (a recent study by NFER for Creative Partnerships found that staff meetings in schools were amongst the most frequent and useful ways of ‘cascading’ new knowledge, learning and practice within schools, Downing *et al.*, 2007). On the other hand, the impact of mentoring and coaching on recruitment and retention relates to professionals in the social care sector (according to the literature studied here). However, this may be an important finding for both social care and education, given widely reported recruitment and retention issues within both these sectors.

### 3.5 Impacts for young people

**Evidence for impacts on young people** as a result of mentoring and coaching within their organisation (e.g. school, residential setting, clinical setting) **is rare**, and, where reported, is generally **perceptual** or linked to descriptions **from teachers** of new teaching and learning styles (rather than from the young people themselves). As Cordingley (2008) states of collaborative learning and professional development more broadly: ‘... each learning benefit experienced by a teacher is immediately fed back into learning benefits for pupils – and vice versa’ (p. 32). Likewise, Hobson and Sharp’s (2005) review on mentoring for new headteachers, points towards school improvement outcomes (and hence, implicitly, improved outcomes for pupils) through mentored headteachers’ new management and leadership skills. But perceptions from the young people themselves are not included.

In the EPD scheme, both teachers and mentors rated enhanced pupil learning as the top ranked outcome of EPD: ‘... the majority of teachers believed that the effects they enjoyed were being passed on to their pupils, and enhancements to pupils’ learning registered the highest degree of effect, over and above every other impact’ (Moor *et al.*, 2005, p. v).

From co-mentoring between teachers and creative or cultural professionals, teachers report strengthened creative and reflective learning with their school curricula (Renshaw, 2008). Such **new or changed curricula** are also described by teachers as putting **creative practice** back into their work with

young people. Again, impacts on young people are implicit, but not explicit, in such evidence.

With so much other professional development occurring in schools, as well as other initiatives, it is probably not sensible to try to tease out the precise impacts of teachers' mentoring and coaching on pupils. However, exploring the impacts of mentoring and coaching between adults and young people, older pupils and younger pupils, or in peer-mentoring schemes, might prove useful in understanding the full range of impacts gained from mentoring and coaching. For example, the extent to which these activities also contribute to collaborative learning cultures within schools, and motivation for self-learning, could have interesting ramifications. Certainly, peer mentoring amongst young people is frequently promoted on local authority websites (see section 5), and with the current Every Child Matters agenda is an increasing activity within schools and wider children's services.

## 4 Challenges and effectiveness

### 4.1 Summary and key findings

This chapter focuses on the challenges associated with mentoring and coaching, together with the effective elements as identified by the literature.

- The main **challenges** centre around time and workload pressures and the demanding requirements of the mentor or coach role. Challenges concerned with understanding and expectations, gaining the commitment of the workforce, the profile of the workforce and the workplace culture are also identified. Potential conflict between adviser and assessor roles is highlighted.
- Whilst many of the overarching challenges appear to be issues regardless of the type of mentoring and coaching or the sector involved, there is an indication from the sources examined that **understanding of mentoring and coaching** may be more limited within the education sector.
- Different challenges relating to **workplace culture** are noted for education and social care. Whilst the structure of the school environment can promote a culture of isolation for teaching professionals, the unsettled and turbulent environment within social care can be problematic.
- Effective aspects of the **organisation and management** of mentoring and coaching include: providing sufficient time, providing training and support for mentors/coaches, establishing quality assurance and monitoring systems, paying attention to the recruitment and allocation of mentors/coaches, having a clear focus and understanding of mentoring/coaching, and organisational culture and strategic planning.
- Whilst many of the effective features appear to apply regardless of the type of mentoring and coaching or the sector involved, there is a suggestion that **organisational support and strategic planning** may be particularly important for the effectiveness of mentoring and coaching schemes in schools.
- The **mentoring or coaching relationship** is critical for effectiveness. Key aspects include the promotion of reflective practice and development of a reciprocal collaborative learning relationship. It can be beneficial for the mentor to be independent or even from a different sector.
- A wide range of **qualities and skills** are important for the effectiveness of the mentor or coach. It is considered critical that the mentor/coach is knowledgeable, experienced and a successful practitioner. Important qualities include: trust, respect, approachability, empathy, flexibility and self-awareness. Important skills include: listening skills, communication skills and interpersonal skills.

## 4.2 Challenges of mentoring and coaching

The challenges associated with mentoring and coaching identified within the literature fall into six main areas (in rank order):

- time and workload pressures
- the requirements of the mentor/coach role
- understanding and expectations
- gaining the commitment of the workforce
- the profile of the workforce
- workplace culture.

A summary of the key challenges is shown in Table 4.1.

**Table 4.1 Summary of the challenges associated with mentoring and coaching**

<b>Time and workload pressures</b>
<ul style="list-style-type: none"> <li>• sufficient time for knowledge and skills to be consolidated and shared</li> <li>• manageability of the mentor/coach role: the need for time management skills</li> <li>• unrealistic demands in terms of time</li> <li>• reluctance of staff to take on a supervisory role</li> </ul>
<b>The requirements of the mentor/coach role</b>
<ul style="list-style-type: none"> <li>• giving appropriate feedback</li> <li>• ensuring positive support and challenge</li> <li>• evolution of the mentor/mentee relationship over time</li> <li>• the skills and training required</li> </ul>
<b>Understanding and expectations</b>
<ul style="list-style-type: none"> <li>• potential for tensions and conflicting roles</li> <li>• varying perceptions of the mentor role</li> <li>• ensuring clarity, relevance and shared understandings</li> </ul>
<b>Gaining the commitment of the workforce</b>
<ul style="list-style-type: none"> <li>• lack of motivation and commitment</li> <li>• reluctance of mentees to participate</li> <li>• supporting those who do not appear to need help</li> </ul>
<b>The profile of the workforce</b>
<ul style="list-style-type: none"> <li>• mix of more and less experienced workers</li> <li>• lack of permanent staff</li> <li>• high staff mobility creates difficulties for ongoing relationship</li> </ul>

<ul style="list-style-type: none"> <li>• gender balance can affect the mentoring style</li> <li>• ethnic and cross-racial mentoring</li> </ul>
<b>Workplace culture</b>
<ul style="list-style-type: none"> <li>• a culture of isolation</li> <li>• an unsettled and turbulent environment</li> <li>• the balance between informal and formal practice</li> </ul>

#### 4.2.1 Time and workload pressures

Seven sources identify challenges in relation to mentoring and coaching which are associated with the time availability of staff, the contact time required and their workload pressures. Time and workload pressures appear to be a challenge regardless of the type of mentoring or coaching or the sector involved.

- **Time for knowledge and skills to be consolidated and shared:** Schools generally fail to allow enough time to support effective professional development and to ensure that acquired knowledge and skills are consolidated, implemented and shared with other teachers (Boyle *et al.*, 2005). When there is little time available, there is a danger that supervision becomes concerned with ‘a narrow version of performance management’ (Warman and Jackson, 2007).
- **Manageability of the mentor/coach role:** In a report on the early findings from the DfES Early Professional Development pilot scheme the manageability of the role of mentor was said to be a central issue, with seven out of ten mentors reporting experiencing some degree of difficulty with the time or workload involved in undertaking the role (Moor *et al.*, 2005). Simkins *et al.* (2006), reporting on the Leading from the Middle approach to coaching, identify the need for effective time management skills as one of its three major challenges.
- **Unrealistic demand in terms of time:** Simkins *et al.* (2006) highlight that three-quarters of participants met with their coach less than five times (rather than the ideal seven times) and about half said they found the programme guidance on how often to meet unrealistic in terms of the time demands. Similarly, Hobson and Sharp (2005) identify finding sufficient time to take part in the mentoring process as a major challenge facing practitioners.
- **Reluctance of staff to take on a supervisory role:** With increased workload pressures, permanent social care staff are reported to be less willing to take on a supervisory role (Warman and Jackson, 2007).

### 4.2.2 The requirements of the mentor/coach role

Six sources cite factors to do with the requirements of the role of mentor or coach as being a challenge. The demands of the role appear to be a challenge regardless of the type of mentoring or coaching or the sector involved.

- **Giving appropriate feedback:** One of the most critical issues affecting mentoring practice is reported to be to do with the mentor's confidence in undertaking the role (Robins, 2006). The mentor faces challenges in relation to giving feedback which enables mentees to reflect on their job role, whilst, at the same time, taking into account the personal features of the mentee.
- **Ensuring positive support and challenge:** One of the three major challenges associated with the Leading from the Middle approach to coaching is developing the coach's own attitudes and behaviours to ensure that these positively support and challenge participants (Simkins *et al.*, 2006).
- **Evolution of the mentor/mentee relationship over time:** The mentor-mentee relationship is said to be a dynamic relationship which evolves over time as the relationship matures and as both the mentor's and the mentee's experience and expertise develop (Hobson and Sharp, 2005). The needs of childminders are reported to vary according to the stages they are at, for example, they require different forms of support before and after registration, thereby making varying demands of support childminders (NIESR, 2005).
- **The skills and training required:** Warman and Jackson (2007) refer to the 'worrying' lack of training or preparation for line managers who are expected to take on a supervisory role and who may struggle with this responsibility. The need for support childminders to have some knowledge of support skills derived from counselling approaches is raised (NIESR, 2005). Similarly, Child and Merrill (2003) state that there is an urgent need for the HEIs as senior partners and as quality assurance managers in initial teacher training to offer their participating teacher mentors a more sophisticated support package (see section 4.3.2 where training is advocated as one of the effective features).

### 4.2.3 Understanding and expectations

Four sources highlight that gaining a shared understanding of mentoring/coaching and its expectations is likely to be a challenge for its implementation. All of the sources identifying this as an issue, bar one (which referred to supervision), relate to the education sector, suggesting that understanding of mentoring and coaching may be more limited within this sector (this may be because it is a newer or more challenging concept for educational professionals).

- **Potential for tension and conflicting roles:** According to Simkins *et al.* (2006), there can be a mismatch between coaches' and participants' views of the impact of coaching and a potential conflict between the expectations of a non-hierarchical approach to coaching and the power inequalities within schools. They stress the need to establish shared understandings of the focus and purpose of the coaching process otherwise this can lead to role ambiguity. They note that this can be more difficult when the ownership of the process is shared between an external agent – the programme – and the school. In addition, the standard assessment frameworks within which the training of some professions (e.g. teachers, nurses) is located requires mentors to exercise the role of assessor, which is potentially problematic in terms of conflicting loyalties (Jones *et al.*, 2005).
- **Varying perceptions of the mentor/coach role:** Perceptions of the mentor/coach role can vary across professionals (Jones *et al.*, 2005). Whilst teachers perceive their mentor role predominantly as an advisory one, nurse mentors stress the importance of acting as a model, teacher and supporter, and midwife mentors associate themselves more with the process of facilitation and teaching.
- **Ensuring clarity, relevance and understanding:** Cordingley (2008) states that the strategic use of coaching depends on the clarity and relevance of the coaching focus. Cordingley goes on to say that the challenges of introducing coaching can sometimes mean that the process appears to be an end in itself and that it is only when coaching is fully understood that its true strategic potential is realised.

#### 4.2.4 Gaining the commitment of the workforce

Four sources refer to issues to do with gaining the commitment of the workforce or the potential reluctance of mentees to participate as challenges.

This appears to be a challenge regardless of the type of mentoring or coaching or the sector involved.

- **Lack of motivation and commitment:** The motivation of the mentor and the mentee are said to be critical issues which influence mentor practice (Robins, 2006). Some coaches involved in school-based coaching as part of Leading from the Middle may not have been sufficiently committed (Simkins *et al.*, 2006).
- **Reluctance of mentees to participate:** Warman and Jackson (2007), referring specifically to group supervision, state that those who feel instructed to attend by managers are more likely to resist the process and to perceive the instruction as to do with implicit criticism or concerns about performance.

- **Supporting those who do not appear to need help:** Support childminders, although reporting few difficulties with the support childminder role, experienced problems trying to support people who did not appear to need their help (NIESR, 2005).

#### 4.2.5 The profile of the workforce

Four sources identify issues to do with the profile of the workforce which can create challenges for those implementing mentoring and coaching. These include sources from across sectors and involving different types of mentoring and coaching. Six specific issues are raised:

- the need for an appropriate mix of more and less experienced workers in order to support newly qualified workers (Warman and Jackson, 2007)
- the need for an appropriate mix of specialist and co-coaching skills to support the strategic use of coaching (Cordingley, 2008)
- inability to recruit permanent social work staff and reliance on short-term agency workers (Warman and Jackson, 2007)
- high staff mobility making it difficult to establish ongoing supervisory relationships (Warman and Jackson, 2007)
- the influence of gender balance on the mentoring style (Robins, 2006)
- difficulties in ethnic and cross-racial mentoring relationships in predominantly white organisations (Jones *et al.*, 2005).

#### 4.2.6 Workplace culture

Four sources identify issues to do with the culture of the workplace which can create challenges for mentoring and coaching. These include sources from across sectors and involving different types of mentoring and coaching.

- **A culture of isolation:** The workplace culture, including relationships, hierarchies, the ethos, staff morale and team dynamics, are critical issues influencing mentor practice (Robins, 2006). When comparing the use of mentoring in education and health, Jones *et al.* (2005) note that the structure of the school environment often promotes a culture of isolation that can be pervasive in the teaching professionals.
- **An unsettled and turbulent environment:** Warman and Jackson (2007), referring to the social work environment, state that the unsettled culture and turbulent environment contributes to low staff morale and that, in relation to the requirements for supervision, managing the tension between needs and resources can be a challenge.

- **The balance between informal and formal practice:** One of the challenges for establishing and maintaining coaching identified by Simkins *et al.* (2006) includes the need for coaching to occur within a context where it is seen as an active rather than a passive process, although an informal coaching relationship may be more likely to achieve positive outcomes.

### 4.3 Effectiveness: organisation and management

The literature identifies two key aspects to effective mentoring and coaching, these include:

- the things that need to be in place for an effective mentoring/coaching scheme, i.e. to do with organisation and management (section 4.3)
- the quality of the mentoring/coaching relationship and the qualities, skills or characteristics of the mentor/coach (section 4.4).

The key elements of effective coaching and mentoring identified within the literature with regard to **organisation and management** include (in rank order):

- providing sufficient time
- training and support for mentors/coaches
- monitoring and quality assurance
- recruitment and allocation of mentors and coaches
- a clear focus and understanding
- organisational culture and strategic planning.

A summary of the key factors for the effectiveness of mentoring and coaching is provided in Table 4.2.

**Table 4.2 Summary of the key factors for effectiveness of mentoring and coaching**

<b>ORGANISATION AND MANAGEMENT</b>
<p><b>Providing sufficient time</b></p> <ul style="list-style-type: none"> <li>• Time for activities and for meaningful change in the classroom</li> <li>• Provision of long term activities</li> <li>• Provision of space as well as time</li> <li>• Finding the time for regular, structured meetings</li> <li>• Dedicated time and timetabled activities</li> <li>• Non-contact time for mentors and mentees</li> </ul>
<p><b>Training and support for mentors or coaches</b></p> <ul style="list-style-type: none"> <li>• Provision of training and informal support</li> <li>• Reduces manageability issues and amplifies positive outcomes</li> <li>• Sustains effective relationships</li> <li>• The skills and qualities required</li> </ul>
<p><b>Monitoring and quality assurance</b></p> <ul style="list-style-type: none"> <li>• Improved quality and effectiveness</li> <li>• A common vehicle for recording and assessing development</li> <li>• Creating a portfolio of evidence</li> <li>• Writing action plans and reporting on progress</li> <li>• Incorporation of review and evaluation into the learning contract</li> </ul>
<p><b>Recruitment and allocation of mentors and coaches</b></p> <ul style="list-style-type: none"> <li>• Use of personal approaches for recruitment</li> <li>• Publicise the benefits of being a mentor/coach</li> <li>• Systems for the effective selection of mentors</li> <li>• Matching of mentors/coaches with mentees/coaches</li> <li>• Teacher involvement in the selection of their mentors</li> </ul>
<p><b>A clear focus and understanding</b></p> <ul style="list-style-type: none"> <li>• Clarity of focus, aims and objectives</li> <li>• Development of a learning contact</li> <li>• A clear structure for the programme/scheme</li> <li>• Clarity of processes and procedures</li> <li>• Clarity in defining the mentor role</li> </ul>
<p><b>Organisational culture and strategic planning</b></p> <ul style="list-style-type: none"> <li>• Promotion of a learning culture and community</li> <li>• Fostering collaboration as part of the school culture</li> <li>• Location within an overall strategic approach to CPD</li> </ul>

<ul style="list-style-type: none"> <li>• Training leaders in mentoring and coaching</li> <li>• Providing a framework for implementation</li> </ul>
<b>THE MENTORING/COACHING RELATIONSHIP AND MENTOR/COACH QUALITIES AND SKILLS</b>
<b>The mentoring/coaching relationship</b>
<ul style="list-style-type: none"> <li>• The promotion of a reflective approach</li> <li>• A reciprocal, collaborative learning relationship</li> <li>• The independence of mentors</li> </ul>
<b>Mentor/coach qualities and skills</b>
<ul style="list-style-type: none"> <li>• A wide range of qualities and skills are required by mentors/coaches</li> <li>• Mentors should be knowledgeable, experienced and successful practitioners</li> <li>• Qualities: trust, respect, approachable, empathy, self-awareness, flexibility</li> <li>• Skills: listening; communication; interpersonal skills</li> </ul>

#### 4.3.1 Providing sufficient time

Eight sources in the review of literature identify the need to devote sufficient time to mentoring and coaching for it to be effective, regardless of the type of mentoring or coaching or the sector involved.

- **Time for activities and for meaningful change in the classroom:** Boyle *et al.*'s (2005) study into teacher professional development reports that, for professional development to be effective, teachers require sufficient time to undertake the activities and content necessary to increase knowledge and encourage meaningful changes in the classroom.
- **Provision of long-term activities:** Boyle *et al.* (2005) explain that professional development activities which are more long term in nature can develop practitioners who are more 'reflective, critical and analytical' in their teaching.
- **Provision of space as well as time:** Other authors suggest that mentoring requires the provision of space, as well as time, in order to be effective (Child and Merrill, 2003; Renshaw, 2008; Robins, 2006; Simkins *et al.*, 2006).
- **Finding the time for regular, structured meetings:** Hobson and Sharp (2005) identify the importance of finding the time for regular, structured meetings, especially in the early stages of headship.
- **Dedicated time and timetabled activities:** Cordingley (2008) identifies the importance of establishing dedicated time in the form of 'timetabled' professional development opportunities and planning for 'the creation of physical and human resources' required (p. 30).
- **Non-contact time for mentors and mentees:** Moor *et al.* (2005) stress the importance of providing 'non-contact time' for the mentor to perform

duties and ‘non-contact time’ for teachers to pursue their development activities in a mentoring relationship. Moor *et al.* go on to report that the amount of contact and support provided by the mentor was found to influence teachers’ perceived impact: ‘The number of dedicated meetings that a teacher reported having with their mentor was significantly associated with the extent to which they rated mentoring as helpful for their professional development’ (Moor *et al.*, 2005, p. 116).

### 4.3.2 Training and support for mentors/coaches

Seven studies highlight the importance of training and support in fostering effective mentoring and coaching relationships. This is considered a key element regardless of the type of mentoring or coaching or the sector involved.

- **Provision of training and informal support:** Hobson and Sharp (2005) conclude that headteacher mentoring is more successful when mentors have training for the role and they highlight the value of informal input in the form of reassurance and emotional support. Similarly, the need for training for support childminders was noted (NIESR, 2005). Others maintain that training in mentoring and coaching is a fundamental element of successful professional development within schools. This is evidenced, for example, in the case studies reported in Cordingley.
- **Sustaining effective relationships:** The REFLECT co-mentoring programme used more formal training and gathering days to support, sustain and develop effective co-mentoring relationships. These days allowed co-mentors to strengthen their relationships, share knowledge, ideas and experiences through group discussion and practical problem-solving exercises (Renshaw, 2008).
- **Reducing manageability issues and amplifying positive outcomes:** Effective training for the role of mentor reduces manageability difficulties and amplifies the positive outcomes gained from their involvement (Moor *et al.*, 2005): ‘Effective training clearly had important benefits for mentors, both personally and in terms of enabling them to undertake the mentoring role more efficiently’ (p.116).
- **The skills and qualities required:** Other authors point to the importance of the skills and qualities required of mentors/coaches (see section 4.4 on mentor/coach qualities/skills which follows), thereby making the need for training implicit (e.g. Allan, 2007; Robins, 2006; Simkins, 2006).

### 4.3.3 Monitoring and quality assurance

Six literature sources identify that quality assurance and ongoing monitoring are important elements of mentoring and coaching.

- **Improved quality and effectiveness:** Elements contributing to the effectiveness of the REFLECT programme include ongoing monitoring (Renshaw, 2008) and the NIESR report explains that increasing quality assurance measures lead to an improvement in quality and status of childminding as a form of day care (NIESR, 2005).
- **A common vehicle for recording and assessing development:** One of the key principles in the design of an early years' mentoring scheme includes a common vehicle for promoting, recording and assessing development (Robins, 2006). A case study of a secondary school in Cordingley (2008) demonstrates the integral nature of monitoring to professional development: 'New practice is monitored and evaluated through specialist coaching which includes joint planning, observation/feedback episodes and formal and informal meetings' (Cordingley, 2008, p. 14).
- **Creating a portfolio of evidence:** According to Robins (2006), a profile or portfolio of evidence documenting a practitioner's progression as they develop both professionally and personally, is good practice.
- **Writing action plans and reporting on progress:** According to Allan (2007), writing action plans, self-imposed deadlines and reporting back on progress imposes a sense of 'inner accountability'. Similarly, ensuring participants' progress through school-based coaching as part of Leading from the Middle by keeping them motivated and monitoring their progress was considered an important aspect (Simkins *et al.*, 2006).
- **Incorporation of review and evaluation into the learning contract:** Hafford-Letchfield *et al.* (2007) also point to the importance of regular review and evaluation which should be incorporated as part of the learning contract.

#### 4.3.4 Recruitment and allocation of mentors and coaches

Five sources highlight elements to do with the recruitment and allocation of mentors or coaches as elements of effective practice. This includes the selection of mentors and the matching of mentors or coaches with mentees or coachees. The five sources include those from social care as well as education.

- **Use of personal approaches for recruitment:** Evaluation of the Support Childminder Scheme identifies that the number of support childminders should be tailored to local needs, and that the methods of recruitment should include personal approaches (NIESR, 2005).
- **Publicise the benefits of being a mentor or coach:** Evaluation of the Support Childminder Scheme also identifies that schemes should publicise the benefits of being a support childminder to encourage take up (NIESR, 2005).

- **Systems for the effective selection of mentors:** Programmes should include systems for the effective selection of mentors and matching of mentors and mentees. There should also be provision for mentees to change mentors (Hobson and Sharp, 2005).
- **Matching of mentors/coaches to mentees/coaches:** Renshaw (2008) considers the matching of mentors and mentees to be an effective element in the management of mentoring relationships, and Hobson and Sharp (2005) claim that ‘the match [between mentors and mentees] is reported in some studies to be critical to the success of the mentoring process’ (p. 36).
- **Teacher involvement in the selection of their mentors:** The success and effectiveness of mentoring is attributed by Moor *et al.* (2005) to the ability of mentees to select their own mentors and the sense of ownership this fosters in the participants: ‘Teachers’ perceptions of the value of mentoring were very strongly associated with the extent to which they had been involved in selecting their mentors’ (p. 116). This helps to support teachers’ autonomy. Similarly, Robins (2006) cites one of the key principles of the early years’ mentoring system as peer support in the workplace through ‘a chosen critical friend’.

#### 4.3.5 A clear focus and understanding

Five sources identify the importance of focus and clarity, together with an understanding of mentoring and coaching, as effective elements. This includes having a clear structure, and clarity of processes and procedures. Sources include both mentoring and coaching, and the education and social care sectors.

- **Clarity of focus, aims and objectives:** According to Cordingley (2008), the strategic use of coaching depends on ‘the clarity and relevance of the coaching focus ... and the clarity of aims and objectives’ (p. 30). Having clear goals, aims, expectations and understandings for both the mentor/coach and mentee/coachee are agreed, is recommended by a number of authors (e.g. Hafford-Letchfield *et al.*, 2007; Renshaw, 2008; Robins, 2006)
- **Development of a learning contract:** Having a learning contract is recommended by a number of authors. According to Hafford-Letchfield *et al.* (2007) an effective mentoring or coaching session should be ‘focused, challenging and empowering’ (p. 171) and a formal learning contract should include: boundaries and parameters of the relationship, where, how long to meet and over what duration. Similarly, Robins (2006) and Renshaw (2008) stress the importance of having a mentoring contract between the mentor and practitioner so that there are clear goals and expectations.
- **A clear structure for the programme/scheme:** Having a clear structure for a professional development programme is also identified as important

(e.g. Hafford-Letchfield *et al.*, 2007; Renshaw, 2008). Renshaw (2008), in relation to REFLECT, refers to having a clear structure for the programme as an element contributing to effectiveness. This includes clarity about the range of activities and processes and a shared focus.

- **Clarity of processes and procedures:** Clearly understood procedures of evaluation and communication among all participants must be agreed (Child and Merrill, 2003)
- **Clarity in defining the mentor role:** Robins (2006) stresses the importance of clarity in defining the mentor role.

#### 4.3.6 Organisational culture and strategic planning

Organisational support and strategic planning of professional development, including mentoring and coaching, is identified by four sources of literature to influence effectiveness. This includes providing an appropriate learning culture within the organisation, providing a framework for implementation and locating mentoring and coaching within broader professional development strategies. All sources are from the education sector, suggesting that organisational support and strategic planning may be particularly important for the effectiveness of mentoring and coaching schemes in schools.

- **Promotion of a learning culture and community:** The school culture, ethos and approach to CPD are found to influence the effectiveness of mentoring and coaching interventions. Key factors associated with effective professional development, including mentoring and coaching, are an enthusiasm for teachers' interests and ideas and 'a school ethos that embraces professional development of its staff' (Moor *et al.*, 2005, p. 125). One of the key principles of the early years' mentoring system is the promotion of a learning culture and community and providing a framework for professional mentor support, dialogue and interaction (Robins, 2006).
- **Fostering collaboration as part of the school culture:** The importance of fostering collaboration (joint planning and curriculum development) as part of the school culture is also noted by Cordingley (2008). Within one case-study school, for example, it is reported that team leaders had been trained in coaching and mentoring and that collaboration is regarded as the key to effective CPD across the school.
- **Location within an overall strategic approach to CPD:** Simkins *et al.* (2006), who focus on school-based coaching as part of Leading from the Middle for school leaders, states that the effectiveness of coaching depends on the place of coaching within broader school leadership strategies. Similarly, Cordingley (2008) advocates a strategic approach to CPD (including mentoring and coaching).

- **Training leaders in mentoring and coaching:** In Cordingley (2008), one case-study school, for example, stresses that the senior leadership team, as well as most of the staff, have training in coaching and that there is a strong awareness of, and a commitment to effective adult learning. In this school the senior leadership team has developed an approach to coaching which aims to establish and build coaching capacity in the school, then systematically withdrawing support in order to avoid creating a culture of dependency. Similarly, in another case-study school, it is stated that training in mentoring and coaching is ‘enshrined in staff development policy’ and that the leadership team express a commitment to adult professional learning which is ‘shared, negotiated and supported’ (Cordingley, 2008, p. 22).
- **Providing a framework for implementation:** Renshaw’s (2008) report on the REFLECT co-mentoring initiative explains how the programme is based around a framework which structures co-mentoring relationships, the learning agreement, definitions of roles and processes. One of the key principles of the early years’ mentoring system is providing a framework for professional mentor support, dialogue and interaction (Robins, 2006).

Two further effective features, **confidentiality** (Allan, 2007; Robins, 2006) and **local agency or local authority support** (Moor *et al.*, 2005; NIESR, 2005) are highlighted within the literature examined (each within two sources).

#### 4.4 Effectiveness: the mentoring/coaching relationship and mentor/coach qualities and skills

A number of sources cite the desired qualities, characteristics or skills of mentors or coaches, whilst others refer to the requirements with regard to the quality of the mentor-mentee relationship.

##### 4.4.1 The mentoring relationship

Three key factors for effectiveness with regard to the mentoring relationship emerged from the literature.

- **The promotion of a reflective approach:** The promotion of reflective practice in both the mentor/coach and mentee/coachee is stressed by Allan (2007). Renshaw (2008) identifies reflectivity as an important characteristic of effective co-mentors, as the ability to be self-reflective and self-aware can help to nurture these qualities in others.
- **A reciprocal collaborative learning relationship:** Teachers who get involved in more collaborative professional development type activities

become more reflective, critical and analytical in the way in which they think about their teaching style in the classroom (Boyle *et al.*, 2005). It is considered important that mentors work in an open and co-operative manner and have an understanding of mentoring as a means by which the meaning about practice can be shared (Robins, 2006). ‘All good mentoring contracts/relationships ... are reciprocal, based on trust and mutual respect ... The relationship and process will be characterised by a high degree of mutual learning’ (Robins, 2006, p. 12). The reciprocal relationship is evident in other studies, e.g. Cordingley (2008), where, in one case-study school, it was noted that working with trainees prompts and encourages staff to think about their own practices in a fresh and challenging way. Ensuring that the experience of coaching and mentoring is a two-way learning process is also emphasised by Hafford-Letchfield *et al.* (2007).

- **The independence of mentors:** Warman and Jackson (2007) suggest that supervision should be facilitated by a professional who is not involved in the day-to-day caseload management of social workers as facilitation by an external consultant could provide the space that is needed to reflect on the processes and feelings that the work inevitably evokes. According to Allan (2007), reporting on business executive coaches from outside of education for headteachers, it is beneficial for the coach and coachee to be from different sectors. Headteachers greatly value the opportunity to discuss their leadership issues with a skilled coach who is independent of the educational system.

#### 4.4.2 Mentor/coach qualities, skills and characteristics

A number of sources cite the desired qualities, characteristics or skills of mentors or coaches. The most frequently identified are that mentors and coaches should be knowledgeable, experienced and successful practitioners, whilst also key are the qualities of trust and respect. Mentors or coaches should be/have (in rank order):

- **Supportive:** Able to provide practical support and assist in problem solving (Hobson and Sharp, 2005); ‘supporter’, providing emotional and practical support, cited as the second most important role by all professions (Jones *et al.*, 2005); training for support childminders should include support skills (NIESR, 2005).
- **Knowledgeable and experienced:** ‘As well as being approachable, empathetic and flexible, mentors should be suitably experienced and able to prioritise the mentoring relationship’ (Moor *et al.*, 2005, p. 116); competent in subject skills and practices: ‘mentors will be/have been successful practitioners in their own right’ (Robins, 2006, p. 9).
- **Trustworthy and respectful:** Headteachers state that their experience of coaching gives them access to ‘trusting, empowering space that provided them with the strength to lead more effectively’ (Allan, 2007); all good

mentoring relationships are based on trust and mutual respect (Robins, 2006).

- **Listening skills:** The skills of an effective coach include active listening skills (Hafford-Letchfield *et al.*, 2007); the skills of listening are often regarded as important in the mentoring role (NIESR, 2005).
- **Friendly/approachable:** Emotional support and reassurance in an informal friendly relationship (Hobson and Sharp, 2005); the requirements of a nurse mentor: a genuinely friendly, open-minded motivator who is approachable and able to give constructive feedback (Jones *et al.*, 2005).
- **Flexible:** According to Britnore Guest, 1999, cited in Hafford-Letchfield *et al.* (2007), most coaches and mentors would probably agree that a good coach is also a mentor and a good mentor is also a coach, as appropriate to the situation and the relationship (p. 170).
- **Empathetic:** The skills of an effective coach include empathy (Hafford-Letchfield *et al.*, 2007); headteachers valued the opportunity to discuss their leadership issues in a non-judgemental environment (Allan, 2007).
- **Communication/interpersonal skills:** Interpersonal relationships means that mentors are able to broker linkages with resources and people (Hobson and Sharp, 2005); good communication and interpersonal skills (Robins, 2006).
- **Self-aware/focused on their own learning:** Hafford-Letchfield *et al.* (2007) identify a commitment to their own learning as one of the most important competencies of any coach mentor because this ensures that the experience of coaching and mentoring is a two-way learning process.
- **Accessible:** Hobson and Sharp (2005) cite accessibility as a key feature; teacher mentor: someone who is readily available and easy to contact (Jones *et al.*, 2005).
- **Enthusiastic:** Mentors should have enthusiasm for teachers' interests and ideas (Moor *et al.*, 2005); mentors will need an enthusiasm for the practicalities of training, they should be enthusiastic and inspiring (Robins, 2006).

Other individual sources noted that mentors/coaches should be empowering, challenging, open and honest and credible.

## 5. Mentoring and coaching: promotion and support for teachers and activity and awareness in schools

### 5.1 Summary and key findings

Reviewing a sample of 30 local authority websites<sup>3</sup> reveals varied information, reporting and documentation relating to mentoring and coaching for the school workforce.

- A **range of examples** of approaches to mentoring and coaching can be found across the local authority websites searched. However, in general, the information available on mentoring and coaching is **sparse** and not especially comprehensive.
- **‘Mentoring’ features more commonly** on local authority websites (13 local authority websites) than ‘coaching’ (two local authority websites).
- Mentoring and coaching appear in **a range of different guises** including mentoring, peer mentor, coaching and mentoring strategies. (The term ‘mentoring’ also features in relation to adults mentoring young people, and young people peer mentoring schemes. Searches for ‘coaching’ tend to return articles relating to bus and coach travel and sports coaching.)
- **Reference to the TDA** appears on some of the websites (16 websites) usually in relation to teacher recruitment or CPD, and rarely in association with any specific references to mentoring or coaching.
- The **National Framework for Mentoring and Coaching** is referred to on only two of the 30 websites. In both cases the reference is brief with no explanation of the Framework or links to further information.
- The **Early Years Professional Status (EYPS)** approach to mentoring features on four local authority websites. The approach involves the use of practitioners as mentors for colleagues.
- Some local authorities have developed their **own mentoring and coaching strategies** and approaches (seven local authorities). Some have created programmes aimed at supporting headteachers through mentoring (three local authorities).
- Two local authority websites are promoting both **accredited and non-accredited courses**, run by universities, specifically focusing on mentoring and/or coaching.

The NFER Teacher Voice Omnibus Survey (NFER, 2008) highlights some key findings relating to mentoring and coaching activity, the National

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<sup>3</sup> The review of local authority websites was conducted on 29<sup>th</sup> and 30<sup>th</sup> July 2008. All data collected and reported is based on the dates the searches were conducted.

Framework, and other sources of support and guidance for mentoring and coaching.

- The **majority** of the 1,440 teachers responding to the NFER Teacher Voice Survey (June 2008) **have been or are involved in mentoring or coaching** in some form – in this survey, most commonly as a mentor.
- Being **trained** in mentoring or coaching, however, is not as commonly reported as either being a mentor/coach or being mentored/coached.
- Mentoring and coaching activities identified by survey respondents relate commonly to **classroom practice**.
- A **variety of sources of guidance** to support mentoring and coaching activity are noted. **External sources are particularly used by primary school staff** (e.g. the local authority and the local HEI), and specific internal sources are common in **secondary schools** (e.g. **the school CPD leader and line managers**).
- **Only a minority of respondents are aware** of the National Framework for Mentoring and Coaching. A small proportion has used the Framework (just ten per cent of the 1,440 overall sample). However, the vast majority of those who have used the Framework say they have found it **useful**.

This section sets out:

- the extent of promotion of mentoring and coaching on local authority websites (section 5.2)
- definitions of mentoring and coaching on local authority websites (section 5.3)
- approaches, models and frameworks for mentoring and coaching on local authority websites (section 5.4)
- mentoring and coaching activity and awareness of the framework in schools (section 5.5)
- about the 30 local authorities (section 5.6)
- about the NFER Teacher Voice Omnibus Survey (June 2008) (section 5.7).

## 5.2 What is the extent of promotion of mentoring and coaching on local authority websites?

Thirty local authority websites were searched in a systematic manner to gain an indication of the way in which mentoring and coaching is presented and promoted by the local authority. The websites were searched for references to mentoring and to coaching using the websites' own search function. A number of other key terms were also searched in order to gain a fuller picture of

provision in the local authority. The following keywords, and their variants, were used:

- mentor (mentoring)
- coach (coaching)
- TDA
- extranet
- National Framework for Mentoring and Coaching.

The systematic searching of the sample of thirty local authority websites produced the following number of ‘hits’:

- mentor (mentoring): 5,933 total hits (ranging from 2–2,490 hits per local authority), of which 22 hits were relevant to mentoring in schools (across 16 local authority websites)
- coach (coaching): 11,231 total hits (ranging from 2–3,080 hits per local authority), of which three hits were relevant to coaching in schools (across two local authority websites)

Searching for ‘mentoring’ on the sample of 30 local authority websites returned a significant number of hits (5,933 hits in total). From these, only a small number of hits were actually relevant to ‘mentoring’ in a school context for staff members (22 hits relevant: 16 local authority websites). The hits returned on mentoring tended to be for ‘learning mentoring’ (where adults mentor school pupils with the aim of bridging academic and pastoral support roles to improve pupil achievement), ‘business mentoring’ (where members of the business community mentor pupils), ‘youth mentors’ and ‘BME mentoring schemes’.

Searching for ‘coaching’ returned a greater number of overall hits than for mentoring (11,231 hits in total). However, from these, only three were relevant to coaching in a school context (two websites in total). The overwhelming majority of hits for ‘coach’ relate to coach/bus travel and sports related coaching.

In order to gain a further picture of the nature of engagement with mentoring and coaching, searches were also conducted for ‘TDA’, ‘extranet’ and ‘National Framework for Mentoring and Coaching’. These additional searches

were intended to capture any other areas relating to mentoring and coaching that may have been missed by the initial searching.

From the 30 local authority websites searched, 'TDA' features in some capacity on 16 of the websites. This is usually in terms of teacher recruitment and training, and also in relation to funding and CPD. None of the websites appeared to make any reference to the TDA extranet facility.

The 'National Framework for Mentoring and Coaching' features on two of the local authority websites (City of Liverpool and West Sussex County Council). In the case of Liverpool, the framework is mentioned on a PowerPoint in relation to the implementation of lead teachers for gifted and talented pupils. For West Sussex, the website features an e-newsletter produced by CUREE (Centre for the Use of Research and Evidence in Education) which briefly mentions the 'National Framework'.

### 5.3 What definitions of mentoring and coaching are being used and promoted by local authorities?

The local authorities included in the sample are using differing interpretations of mentoring and coaching and promoting it in a range of ways. The local authority websites which feature mentoring and coaching rarely provide or state explicit definitions for either mentoring or coaching. The following definitions are available on the Cumbria County Council website:

#### **Mentoring**

The role of the mentor is to oversee and guide the teacher's professional development but not to overtly monitor or evaluate performance, with the teacher's own professional needs lying at the heart of support provided.

#### **Peer mentoring**

Peer mentoring is an in-service approach to sharing good teaching practice and involves a pair or small group of staff observing each other teach and using the information from the observation to jointly improve their practice.

Cumbria County Council

Coaching features less commonly than mentoring on local authority websites in relation to teaching. The occasions where it does feature are in relation to a

local authority coaching and mentoring strategy (Kent County Council) and coaching courses (Kent County Council, North Yorkshire County Council).

#### **5.4 What approaches, models or frameworks for mentoring and coaching are being used and promoted by local authorities?**

The sample of local authorities includes a variety of approaches, models and frameworks for mentoring and coaching. These have been grouped and presented below by theme.

##### **Bespoke mentoring and coaching**

Local authorities such as Kent County Council have devised their own coaching and mentoring strategy to help motivate and develop staff:

##### **Coaching and mentoring strategy**

Since the initial coaching and mentoring strategy was devised, many staff at Kent County Council have undertaken the Professional Coaching and Mentoring Diploma. The diploma aims to help staff develop and increase motivation. Staff also have the opportunity to work across the organisation. The Introduction to Coaching course enables professionals to understand how coaching can improve performance and support individuals to develop themselves and their careers. Once qualified, the staff join a group led by the Learning and Development Team which offers free coaching and mentoring support.

Kent County Council

Dudley Metropolitan Borough Council is promoting a buddying course for mentors designed to train staff to explore the needs, motivations, skills and thought processes of others to assist them in becoming a mentor or coach. Dudley also runs a scheme which provides mentors for childminders in its borough.

Cumbria County Council's website features information on good practice in mentoring and peer mentoring. It also hosts various tools to support those involved in mentoring, such as prompt questions and protocols which provide guidance for mentoring.

## Headteacher and leader mentoring and coaching

West Sussex County Council is running a mentoring scheme for headteachers:

### **Headteacher mentoring scheme**

Newly appointed headteachers are offered the support of a headteacher mentor, who has at least three years experience of headship and has undertaken training in mentoring. The experienced head supports the newly appointed headteacher over the course of a year. The mentors are committed to the mentoring process and consider it to be a valuable part of their own CPD.

West Sussex County Council

London Borough of Southwark has created a corporate mentoring scheme and a leadership development management programme. Both of these provide mentoring support for new and up-and-coming headteachers as part of a strategy for supporting cross-borough learning and building capacity around school leadership.

The following extract from the North Yorkshire website details a coaching course for headteachers:

### **Cognitive Acceleration through Science Education (CASE) coaching course**

This training course is for headteachers in CASE primary schools and primary teachers trained in the use of the CASE approach. The focus of the course is on strategies to support teachers in schools to become more competent in CASE teaching. The main vehicle for support is through a coaching process where participants observe other teachers and gives constructive coaching feedback on how to improve CASE teaching.

North Yorkshire County Council

One local authority has created a 'bank' of over 90 accredited mentors to provide support to all newly appointed headteachers: 'Mentor support gives the newly appointed headteacher immediate access to an experienced headteacher who can offer both technical and emotional support' (Lancashire County Council).

## Early Years

A model which emerged from the searching of local authority websites is the use of mentoring as a method for supporting staff undertaking the Early Years Professional Status (EYPS) (noted for example on the London Borough of Sutton, City Of Liverpool, North Yorkshire County Council and Lincolnshire

County Council websites). The EYPS has different pathways to gaining the status, which differ in duration depending on early years' practitioners' experience and existing knowledge: validation, short-, long- and full-time pathways.

**Early Years Professionals (EYPs)** are key to raising the quality of early years provision. They are *change agents* to improve practice. EYPs will lead practice across the Early Years Foundation Stage (EYFS), support and mentor other practitioners and model the skills and behaviours that safeguard and support children.

Suffolk County Council

Suffolk County Council provides a service where a training mentor visits early years' settings to carry out a training needs analysis for early years' staff to help identify any gaps, and recommends specific CPD to help build and develop skills.

### **Cross-sector mentoring**

The Devon County Council website provides details and guidance for those involved in community mentoring, which is mentoring across a range of sectors and agencies including occupational therapists, adult educators, teachers, community development workers and trainers.

### **Accredited and non-accredited mentoring and coaching courses**

A number of other local authorities are either promoting courses or working in collaboration with universities to provide training in mentoring and coaching. Teachers in Bath and North East Somerset have access to a number of courses run by Bath Spa University. Modules include primary coaching, which develops teachers' coaching skills, and school-based mentoring which is designed to support the school-based mentor role. Teachers in the London Borough of Haringey have been encouraged to undertake an MA module on mentoring taught by Roehampton University.

## **5.5 What activity and awareness of mentoring and coaching is there amongst teachers and in schools?**

The NFER Teacher Voice Omnibus Survey (NFER, 2008) explored mentoring and coaching activity in schools, teachers' awareness and usage of the

National Framework, sources of guidance on mentoring and coaching, and the relevance of mentoring and coaching to areas of work.

The majority of the 1,440 teachers responding to the NFER Teacher Voice Survey (NFER, 2008) **have been or are involved in mentoring or coaching in some form**. Three-fifths of the responding teachers have mentored a colleague in the last year; one-quarter have been mentored. Senior colleagues in particular report that they have been a mentor or coach, whilst classroom teachers tend to report being mentored. Whilst this is not surprising, it may be interesting to explore whether, in a few years time, mentoring and coaching roles are just as prevalent for all levels of staff, given the current drive for mentoring and coaching to be part of the teacher workforce skill set.

**Being trained** in mentoring or coaching, however, is not as commonly reported as either being a mentor/coach or being mentored/coached. About one-sixth of responding teachers say they have been trained in mentoring, with a similar proportion reporting having been trained in coaching.

A minority of respondents are **aware of the National Framework** for Mentoring and Coaching (just over two-fifths of the sample). A small proportion has used the Framework (ten per cent of the 1,440 overall sample). However, the vast majority of those who have used the Framework say that they have found it useful (either fairly or very useful).

A variety of **sources of guidance** to support mentoring and coaching activity are highlighted by the survey respondents. Teachers from both phases of schooling frequently mention the school leadership team as a source of guidance. Secondary school staff particularly mention the school CPD leader and line managers in this regard. Primary school staff also use external sources, for example the local authority and the local HEI. Primary school leaders in particular report receiving guidance on mentoring and coaching from their local authority.

Mentoring and coaching activities identified by survey respondents commonly **relate to classroom practice** (over two-thirds of respondents). Management roles and subject specialisms are also reasonably frequently noted (not surprisingly, subject specialism is cited more frequently in secondary schools than in primary schools, and management roles are cited very commonly by

senior leaders). This resonates with the new professional standards for teachers, whereby mentoring and coaching are now an expected part of teachers' everyday skill set, and a key aspect of continuing professional development and performance management.

The proportion of respondents reporting mentoring or coaching relating to **personal development** is smaller (about two-fifths). Interestingly, this figure was higher for senior leaders compared with classroom teachers. This resonates with some of the findings in the literature, which suggest that coaching approaches amongst more senior colleagues do indeed entail personal as well as professional development (see for example, Allan 2007 on coaching for headteachers).

Results from the Teacher Voice Survey highlight some important areas for the TDA to consider in its development of mentoring and coaching policy and strategy. Conclusions and recommendations related to teachers' mentoring and coaching activity, and for the TDA's development of mentoring and coaching approaches and of the National Framework specifically, are discussed in section 6.

## 5.6 About the 30 local authorities

A representative sample of 30 local authorities was selected from across England for website searching. The sample was structured so that it included proportionally more large<sup>4</sup> local authorities (14) and a slight over sample from both the North West (6) and South West (4) regions. (The weighting towards large local authorities was to capture an influence, if any, of mentoring and coaching and the framework on most teachers. The weighting towards the North West was due to the roll out of the TDA Masters in Teaching and Learning taking place in that region. The weighting towards the South West was because of the geographic challenges faced by local authorities in that region.)

The following table presents the characteristics for the thirty local authorities included in the sample (presented by Government Office Region).

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<sup>4</sup> Local authorities were categorised as small, medium or large according to the number of schools in the authority. Large local authorities had between 361 and 750 schools.

Table 5.1 Characteristics of the local authority sample

LA Name	Government Office Region	LA Type	LA Size*
North Somerset Council	South West	English Unitary Authority	Small
Bath & North East Somerset Council	South West	English Unitary Authority	Small
South Gloucestershire Council	South West	English Unitary Authority	Medium
Devon County Council	South West	County	Large
Kent County Council	South East	County	Large
Surrey County Council	South East	County	Large
West Sussex County Council	South East	County	Large
London Borough of Southwark	London	London Borough	Small
London Borough of Haringey	London	London Borough	Small
London Borough of Sutton	London	London Borough	Small
City of London	London	London Borough	Small
London Borough of Camden	London	London Borough	Small
Norfolk Children's Services	Eastern	County	Large
Suffolk County Council	Eastern	County	Large
Dudley Metropolitan Borough Council	West Midlands	Metropolitan Authority	Medium
Birmingham City Council	West Midlands	Metropolitan Authority	Large
Staffordshire County Council	West Midlands	County	Large
Nottinghamshire County Council	East Midlands	County	Large
Lincolnshire County Council	East Midlands	County	Large
City Of Liverpool	North West/Merseyside	Metropolitan Authority	Medium
Oldham Metropolitan Borough Council	North West/Merseyside	Metropolitan Authority	Medium
Metropolitan Borough of Wigan	North West/Merseyside	Metropolitan Authority	Medium
Cheshire County Council	North West/Merseyside	County	Large
Lancashire County Council	North West/Merseyside	County	Large
Cumbria County Council	North West/Merseyside	County	Large
Calderdale Council	Yorkshire and the Humber	Metropolitan Authority	Small
Education Bradford	Yorkshire and the Humber	Metropolitan Authority	Medium
North Yorkshire County Council	Yorkshire and the Humber	County	Large
Sunderland Borough Council	North East	Metropolitan Authority	Medium
Durham County Council	North East	County	Medium

\*Local authority size is based on the number of schools:

Small local authority (0–120 schools)

Medium local authority (121–360 schools)

Large local authority (361–750 schools)

## 5.7 About the NFER Teacher Voice Omnibus Survey (June 2008)

A set of questions was submitted by the TDA to NFER's Teacher Voice Omnibus Survey in June 2008. The questions included a set on mentoring and coaching, covering the following topics:

- teachers' mentoring and coaching experiences in the last year

- teachers' awareness of the National Framework for Mentoring and Coaching
- teachers' views on the usefulness of the National Framework
- sources of guidance received on mentoring and coaching
- teachers' reports of the relevance of mentoring or coaching to areas of work.

Questions on these topics, and other questions submitted by other organisations, made up the Teacher Voice Omnibus Survey (NFER, 2008). The survey was completed in June 2008 by a panel of 1,479 practising teachers from the maintained sector in England. The survey was conducted online and teachers were asked to complete the questionnaire within a period lasting just over one week. The panel included teachers from the full range of roles in primary and secondary schools, from headteachers to newly qualified class teachers. With weightings applied to the data, the omnibus sample is broadly representative of teachers nationally and provides a robust analysis of teachers' views.

## 6 Conclusions and recommendations

Looking across all of the areas we have considered for this review – definitions, approaches, impacts, effective features, and promotion and awareness of mentoring and coaching activities in schools – the following conclusions and recommendations can be made.

### For schools

- The **reflection promoted by effective mentoring and coaching** approaches in turn encourages a **collaborative learning culture** in organisations. For schools, this is particularly important, as it may alleviate some of the sense of professional isolation (identified in the literature).
- Mentoring and coaching activities may be more influential when they ‘fit’ the **wider context of an organisation**, and/or when they are part of a wider **programme of professional development**. School leaders should consider their school’s CPD context and programme when developing mentoring and/or coaching approaches within their setting.
- **Organisational support and strategic planning** should also be a priority for school leaders when developing mentoring and coaching activities. Promoting a learning and collaborative culture, providing a framework for implementing mentoring and coaching, and training leaders in mentoring and coaching seem to be important for the effectiveness of mentoring and coaching schemes in schools. (See below for further implications around training.)
- The finding in the Teacher Voice Survey that mentoring and coaching activities relate commonly to **classroom practice** should be encouraging for school leaders. This resonates with the new professional standards for teachers, whereby mentoring and coaching are now an expected part of teachers’ everyday skill set, and a key aspect of continuing professional development and performance management.

### For the TDA

#### ... and its work around mentoring and coaching

- Given the array of impacts gained from mentoring and coaching, and, where used, teachers’ positive views on the National Framework for Mentoring and Coaching, the TDA should consider ways to **further promote understandings of mentoring and coaching**, as well as the **Framework** specifically (see below for recommendations related to the Framework).
- **Understanding of mentoring and coaching** appears to be more limited within the education sector compared with the social care sector. The TDA may wish to target school leaders and those implementing

mentoring/coaching programmes to ensure that they have the relevant knowledge and skills for mentoring and coaching, so that understanding of mentoring/coaching practice in education is increased.

- The TDA should seek to promote mentoring and coaching through a **range of support areas**, and should particularly ensure that **local authorities and school CPD leaders** receive information about mentoring and coaching. In the Teacher Voice Survey, primary school leaders report receiving guidance on mentoring and coaching from their local authority. Secondary school teachers more often report receiving guidance on mentoring and coaching from their school CPD leader.
- A number of the impact areas identified in this review link implicitly with the new professionalism in teaching. A commitment to recognising professional and career development, for example, suggests that there may be important synergies to be made with **performance management and professional standards**. Likewise, the research culture that is engendered, as well improved assessment procedures, may support the evaluation of impact – a key activity now expected of schools and part of **school improvement**. The TDA and other bodies working with schools should consider developing mentoring and coaching as an effective collaborative approach for schools' improvement.
- The **potential conflict** between mentors exercising the **role of adviser** and the **role of assessor** is raised in the literature (and also noted on the National Framework). In developing its Masters in Teaching and Learning (MTL), the TDA should consider further the role of a school-based coach/mentor and whether any conflicting loyalties around assessment and accreditation may be potentially problematic for this role.

### ... and its review of the National Framework

- According to the NFER Teacher Voice Survey (NFER, 2008), the number of teachers currently using the National Framework for Mentoring and Coaching is limited. However, those that do use it, find it useful. It would seem important therefore, to **promote and raise awareness of the Framework** and increase its usage.
- It is clear from this literature review that the different understandings and perspectives of mentoring and coaching need to be recognised **as part of continuing professional development**. The Framework, supported by resources on the **extranet**, sits within and links to other aspects of collaborative professional development. The TDA should consider strengthening these links. Further **case studies** on mentoring and coaching (particularly mentoring and coaching that does not involve initial teacher training) would enhance the extranet.
- The Framework is based on research, evidence and consultation, and (not surprisingly) the **effective features** of mentoring and coaching set out in the Framework very much resonate with the effective elements found in this review. Elements that might be emphasised further are the **two-way learning process** that can occur, and the **reflective process** and reflective outcomes that can occur.

- Whilst there are conceptual differences between mentoring, coaching, co-coaching, co-mentoring, peer support, peer learning, coach mentoring, and the other concepts identified in this study and on the Framework, the **overall ingredients of mentoring and of coaching are reasonably similar**. This applies to the effective features, the overall skill-set required for mentoring and coaching, and indeed, the types of outcomes that can be gained. In reviewing its strategies around the Framework, the TDA may wish to consider simplifying the framework. This could include providing **an overview sheet/clickable webpage** for a) **school leaders**, b) **mentors/coaches**, and c) **mentees/coaches** to see ‘at a glance’ the information relevant to their perspective, as well as, crucially, the outcomes that might be gained.
- Indeed, **promoting the potential outcomes and benefits** of mentoring and coaching for teachers and schools might be crucial to engaging school leaders, so that mentoring and coaching becomes part and parcel of schools’ professional development, performance management and school improvement strategies. At present, the Framework promotes the impact of continuing professional development on student learning. It would seem important to also promote the potential impacts for staff and the organisation as a whole.

#### For local authorities

- Whilst the National Framework is referenced on national organisations’ webpages (TDA, GTC, etc), it is rarely referenced on local authority websites. Links could be made between local authority CPD webpages and the webpages of the National Framework.
- Local authorities may also wish to explore how the approaches to mentoring and coaching that they are promoting and offering map to the National Framework.

#### For CPD and training providers

- The findings highlight the **importance of training** for mentors and coaches. **Trained mentors** gain greater impact themselves. It seems reasonable to suggest that mentees and coachees would also stand to benefit more from having a trained mentor/coach.
- However, **being trained** in mentoring and/or coaching **is not commonplace**, certainly in schools (according to the NFER Teacher Voice Survey) (NFER, 2008). CPD and training providers should consider developing opportunities for mentoring and coaching training amongst the children’s workforce (e.g. teachers, social care workers, etc).
- As noted above, where mentoring and coaching approaches fit with an organisation’s context and ethos, impacts can be greater, especially around a collaborative learning culture. Thus, **training for school leaders** in mentoring and coaching may be particularly fruitful in influencing and changing school cultures.

- Such training might be explored as part of **a wider programme of CPD leadership training** (for example, CPD leadership training being developed by the TDA and NCSL), in order to maximise the impacts around collaboration and reflection – impacts from mentoring and coaching, and elements of effective CPD more broadly.

### **For further research**

- **Group and cross-sector** approaches may be particularly worth investigating further, for the enhanced impacts they seem to encourage. These approaches may be particularly relevant given the increasing multi-agency and partnership working in children's services today.
- Further research may also be required on a) whether the amount or frequency of support or training influences impact (as suggested by the Early Professional Development Scheme), and b) whether or not it makes a difference who takes on mentor roles (e.g. their level of experience, whether they are school based, etc). The relationship between these and outcomes was somewhat of a gap in the literature.
- Further understanding is also needed around the selection of models and approaches for particular circumstances and outcomes. The literature reviewed here shows, retrospectively, how particular approaches suit the intervention or purposes of the activity. However, greater understanding is needed to be able to select approaches fit for purpose.

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Zwart, R.C., Wubbels, T., Bergen, T.C.M. and Bolhuis, S. (2007). 'Experienced teacher learning within the context of reciprocal peer coaching', *Teachers and Teaching: Theory and Practice*, **13**, 2, 165-187.

## Appendix A: search strategy detail

### Search strategy

Search strategies for six key databases/web resources were developed using agreed keywords (kw) from the relevant thesauri (where available) and/or free-text search terms. Truncation of terms is indicated by \* or \$. The terms used in the searches, together with a brief description of each of the databases searched, are outlined below.

### British Education Index (BEI)

BEI provides bibliographic references to 350 British and selected European English-language periodicals in the field of education and training, plus developing coverage of national report and conference literature.

- #1 mentors (kw) AND teachers (kw)
- #2 mentoring (ft) NOT mentors (kw)
- #3 coaching (ft) OR coaches (ft)
- #4 professional tutors (kw) OR induction tutors (kw)
- #5 co-coaching (ft) OR co-mentoring (ft) OR National Framework for Mentoring and Coaching (ft)
- #6 extended schools (ft) OR extended services (ft)
- #7 social work (kw)
- #8 social services (kw)
- #9 early professional development (ft)
- #10 professional development (kw) AND teachers (kw)
- #11 social work\$ AND professional development (kw)
- #12 multiagency learning (ft) OR multi-agency learning (ft)

### Applied Social Sciences Index and Abstracts (ASSIA)

The Applied Social Sciences Index and Abstracts (ASSIA) database covers a wide range of social science disciplines, including health, social services and education.

- #1 mentoring (kw) OR mentors (kw)
- #2 coaching (kw)
- #3 #1 or #2

- #4 coach\* (ft) NOT #3
- #5 mentor\* (ft) NOT #3
- # 6 teachers (kw) AND professional development (kw)
- #7 social care (kw) AND professional development (kw)
- #8 social workers (kw) AND professional development (kw)
- #9 multi-agency learning (ft) OR multiagency learning (ft)
- #10 extended services (ft) OR extended services (ft)
- #11 co-coaching (ft) OR co-mentoring (ft)

### **Social Care Online**

Social Care Online is a web-based resource providing a wide range of information and research on all aspects of social care. Topic areas of relevance to this literature search include education, health care, social care services and social work and social workers.

- #1 staff mentoring (kw)
- #2 mentoring NOT staff mentoring (kw)
- #3 mentors (ft) NOT mentoring (kw)
- #4 coaching (ft) NOT mentoring (kw) OR staff mentoring
- #5 co-coaching OR co-mentoring (ft)
- #5 extended schools OR extended services (ft)
- #6 multiagency (ft) OR multi-agency (ft)
- #7 cross professional (ft)
- #8 interprofessional relations (kw) AND schools (kw)
- #9 social care professionals (kw) OR social care services (kw)
- #10 professional development (ft)
- #11 staff development (kw) NOT professional development (ft)

### **Social Policy and Practice**

Social Policy and Practice is a bibliographic database which includes coverage of topics such as social policy and social care. It includes a significant number of references to grey literature and UK government publications.

- #1 Mentor\* (ft) or coach\* (ft)
- #2 Co-coaching (ft) OR co-mentoring (ft)
- #3 multiagency learning (ft) OR multi-agency learning (ft)

#4 social workers AND professional development (ft)

### **British Education Internet Resource Catalogue**

The British Education Internet Resource Catalogue provides information about professionally evaluated and described internet sites which support educational research, policy and practice.

#1 mentoring (kw)

#2 coach\$ (ft)

#3 mentor\$ (ft)

#4 extended schools (ft) extended services

#5 social-work (kw) OR social-services (kw) OR social-workers (kw)

#6 professional development (kw)

# 7 multiagency learning (ft)

### **ChildData**

ChildData is the database of the National Children's Bureau containing references to books, reports and journal articles about children and young people as well as press and conference reports.

#1 mentor\*

# 2 coach\*

## Appendix B: literature audit

Forty-three research/literature sources were audited for the review, meeting the following criteria:

- date of publication (since 2003)
- country of research (England, UK)
- sector (education, social care)
- evidence of impact of teachers, schools and other professionals
- evidence of effectiveness and effective elements of mentoring and coaching.

Information about the 43 sources is summarised below.

- Most of the sources are from England and the UK. The audit includes a few sources from the USA and elsewhere in the English speaking world, and the Netherlands.
- Most of the evidence relates to the education sector, mainly schools, but also early years' settings. The audit also includes studies in the social care sector, the creative and cultural sectors, and the health sector.
- Similarly, most of the studies involve classroom teachers as participants. The audit also includes studies with school middle managers, headteachers and trainee teachers, as well as studies involving social care professionals, health care professionals and creative and cultural professionals.
- The audit includes some cross-sector studies, particularly between schools and the creative and cultural sector, and a few studies across education and health.
- Slightly more of the studies refer to mentoring than to coaching.
- More of the studies are about one-to-one mentoring and coaching approaches than about group approaches.
- The audit includes models where mentor/coach and mentee/coachee are from the same sector, as well as approaches where the two parties are from different sectors.
- The audit includes peer-peer approaches, as well as 'expert-novice' approaches.

Table B.1 provides brief information about each audited source, including a short overview about the study, and the sector/participants involved.

Table B.1 Information about the 43 audited sources

	Audited source	About this study	Sector/ participants
1	Ahern, G. (2003). 'Designing and implementing coaching/mentoring competencies: a case study', <i>Theory and Practice</i> , <b>16</b> , 4, 373-383.	The article examines the benefits of having self-assessed competencies for coaching. It explains the processes of designing and implementing the competencies and how the competency level of each coach is agreed. It identifies critical factors for success.	Generic
2	Allan, P. (2007). Devon LA Headteacher Coaching Pilot 2007. Unpublished report.	An evaluation of a pilot coaching programme undertaken by four headteachers, identifying benefits and the extent to which it had an impact upon their leadership. The programme aimed to determine whether coaching can be used as an alternative model of leadership support for headteachers; and whether or not it provides a safe and confidential means of enabling school leaders to review their objectives.	Schools (headteachers)
3	Arts Inform (2007). <i>East Midlands Mentoring Programme: Evaluation and Outcomes for the Pilot Phase</i> [online]. Available: <a href="http://www.creative-partnerships.com/resources/resourcefiles/190722?view=Standard">http://www.creative-partnerships.com/resources/resourcefiles/190722?view=Standard</a> [24 October, 2008].	In September 2005, Arts Council England, East Midlands and Creative Partnerships established and funded a pilot creative and cultural mentoring programme for teachers in the East Midlands area in collaboration with the Specialist Schools and Academies Trust. Arts Inform was commissioned to support the development and delivery of the programme and to carry out an independent evaluation. The pilot programme ran from September 2005 to July 2006. The approach involved one-to-one mentoring of teachers by key players from creative and cultural organisations.	Teachers and creative and cultural professionals
4	Bedward, J. and Daniels, H.R.J. (2005). 'Collaborative solutions - clinical supervision and teacher support teams: reducing professional isolation through effective peer support', <i>Learning in Health and Social Care</i> , <b>4</b> , 2, 53-66.	This article reports on an evaluation of the implementation of clinical supervision for nurses in seven pilot sites. It provides a detailed analysis of the development of clinical supervision within each pilot site.	Health and social care
5	Boyle, B., Lamprianou, I. and Boyle, T. (2005). 'A longitudinal study of teacher change: what makes	The second year of a longitudinal study to investigate the influence of professional development on the effectiveness of primary and secondary teachers in England. It explores the models of	Schools (teachers)

	professional development effective? Report of the second year of study', <i>School Effectiveness and School Improvement</i> , <b>16</b> , 1, 1-27.	professional development for teachers in England, the impact of sustained and one-off interventions, the characteristics of professional development, and impact on standards and pupil achievement.	
6	Brooks, T. (2006). <i>Cultural Leadership Programme: Coaching and Mentoring Report</i> . London: Cultural Leadership Programme [online]. Available: <a href="http://www.culturalleadership.org.uk/uploads/documents/COACHING&amp;MENTORING-Brooks_11_19.pdf">http://www.culturalleadership.org.uk/uploads/documents/COACHING&amp;MENTORING-Brooks_11_19.pdf</a> [7 November, 2008].	The programme, implemented by the Arts Council England, aimed to: <ul style="list-style-type: none"> <li>- obtain an overview of the extent of coaching and mentoring in the sector</li> <li>- determine key elements of coaching and mentoring approaches currently in use</li> <li>- consider how a coordinated approach (including quality assurance) to coaching and mentoring could be developed</li> <li>- determine what part coaching and mentoring might play in ensuring a legacy for the Cultural Leadership Programme (i.e. how it might be supported beyond 2006/7).</li> </ul>	Cultural sector
7	Chappell, K. (2007). 'Three's a crowd - or is it? Self study of the research mentor role within teacher-external partner researching partnerships.' Paper presented at the British Educational Research Annual Conference, Institute of Education, University of London, London, 5-8 September.	This paper mainly draws on the relationships between teacher, external partner and mentor found within the Creativity Action Research Awards 2 (CARA2), an initiative commissioned by Creative Partnerships. The three-way model of creative partnership is being used as a means of professional development within the context creative learning. Three-way partnerships can be found bridging the formal and informal education sectors, drawing together the worlds of the teacher, artist and education academic.	Creative arts and dance
8	Child, A. and Merrill, S. (2003). 'Professional mentors' perceptions of the contribution of school/HEI partnerships to professional development and school improvement', <i>Journal of In-Service Education</i> , <b>29</b> , 2, 315-324.	A survey into the use of mentoring in initial teacher training and how this affects the development of effective CPD within schools. The survey involved 55 professional mentors in secondary schools in North West England.	Schools – mentors of trainee teachers
9	Coombs, S. and Fletcher, S. (2005). 'Mentoring, action research and critical thinking scaffolds: promoting and sustaining practitioner research	A study about the use of action research, and the role mentoring plays in this process. In order to assist work-based learning at Master's level, a systematic approach towards mentoring was deployed to help support teachers engage in critical enquiry in schools. The approach used	Schools

	through reflective practice.' Paper presented at the British Educational Research Association Annual Conference, University of Glamorgan, Pontypridd, 14-17 September [online]. Available: . <a href="http://www.leeds.ac.uk/educol/documents/144105.doc">http://www.leeds.ac.uk/educol/documents/144105.doc</a> [12 November, 2008].	conversational templates to support mentoring. Mentors were recruited in the workplace to support practice-based research by teacher colleagues. These in-house mentors are referred to as school-based mentors and are engaged by the university to support teachers and also to ensure the quality assurance of franchising academic work within the community.	
10	Cordingley, P. (2008). <i>GTC Qualitative Study of School-Level Strategies for Teachers' CPD</i> . Coventry: CUREE [online]. Available: <a href="http://www.gtce.org.uk/shared/contentlibs/126795/93128/120213/curee_cpd_strategies.pdf">http://www.gtce.org.uk/shared/contentlibs/126795/93128/120213/curee_cpd_strategies.pdf</a> [24 October, 2008].	A study to investigate how and by whom decisions are made about CPD needs and priorities in schools, the extent to which these decisions are strategic, and subsequent resource allocation and evaluation. This study builds on some key reports on the CPD evidence base and presents four case studies in support of its investigations.	Teachers (including trainee teachers and senior leadership teams)
11	Cordingley, P. and Bell, M. (2007). <i>Transferring Learning and Taking Innovation to Scale</i> [online]. Available: <a href="http://www.innovation-unit.co.uk/about-us/publications/transferring-learning-and-taking-innovation-to-scale.html">http://www.innovation-unit.co.uk/about-us/publications/transferring-learning-and-taking-innovation-to-scale.html</a> [24 October, 2008].	This booklet provides case studies of transferring learning and innovation across sectors. It is one of The Innovation Unit's series of 'think pieces'. The booklet explores coaching, co-coaching and mentoring as part of educational change. It provides case studies, with different approaches to coaching and mentoring.	Education and other sectors
12	Cordingley, P., Bell, M., Rundell, B. and Evans, D. (2003). 'The impact of collaborative CPD on classroom teaching and learning.' <i>Research Evidence in Education Library</i> . London: EPPI-Centre, Social Science Research Unit, Institute of Education, University of London [online]. Available:	This is an EPPI Centre systematic review of CPD. All the studies reported in the review feature the use of specialist, external expertise in collaborative CPD, although the extent and nature of these partnerships between 'experts' and teachers varied greatly. Most of the studies in this review involved some form of coaching including observation and feedback. Models included: - experts working with teachers and coaches and/or consultants, coupled with: - teacher to teacher (peer) coaching	Education

	<a href="http://eppi.ioe.ac.uk/cms/Default.aspx?tabid=132">http://eppi.ioe.ac.uk/cms/Default.aspx?tabid=132</a> [24 October, 2008].	<ul style="list-style-type: none"> <li>- training mentor teachers who then provided mentoring in-house</li> <li>- HEI researchers working with teachers.</li> </ul>	
13	Creative Partnerships (2005). <i>Creative Partnerships Arts and Cultural Organisations Mentoring Scheme: London East and London South. Evaluation and Outcomes of the Second and Final Phase</i> [online]. Available: <a href="http://www.creative-partnerships.com/resources/resourcefiles/190703?view=Standard">http://www.creative-partnerships.com/resources/resourcefiles/190703?view=Standard</a> [24 October, 2008].	In January 2003, Arts Inform were commissioned by Creative Partnerships London East and South to research the possibilities of developing a Mentoring Programme involving representatives from the cultural and creative sector and teachers, to deliver the initiative across core schools in the two areas. The paper provides definitions of different forms of mentoring and coaching and an idea of when they will be used, e.g. ITT, NQTs, developing classroom practice and developing leadership.	Creative and cultural sectors
14	Foster-Turner, J. (2006). <i>Coaching and Mentoring in Health and Social Care: the Essentials of Practice for Professionals and Organisations</i> . Oxford: Radcliffe Publishing.	This is a book about coaching and mentoring in health and social care. It includes a 'how to' step by step guide to mentoring and coaching. Examples/case studies include: Oxfordshire NHS Trust coaching scheme, Berkshire Council mentoring scheme, Acorn scheme, and coach-mentoring in education. The book sets out the journey of a mentoring and coaching relationship, stage by stage: initiating the relationship, following through the coach-mentoring relationship, reviewing progress, and concluding the relationship. It explains a number of models, for example: the GROW model (goal, reality, options, will); reflective technique (STOP – step back, think, organise your thoughts and proceed); and a 3D approach. It includes a chapter on tools and techniques that can be used in coach-mentoring such as Work Values Assessment and Mapping Tool, lifelines, future mapping, profiling competencies, and SWOT analyses (strengths, weaknesses, opportunities and threats).	Mainly health and social care, some examples from education
15	Glazer, E.M. and Hannafin, M.J. (2006). 'The collaborative apprenticeship model: situated professional development within school settings', <i>Teaching and Teacher Education</i> , <b>22</b> , 179-193.	A theoretical article, drawing on other literature to put forward the collaborative apprenticeship model. The collaborative apprenticeship approach aims to improve professional learning practices by cultivating teaching communities situated in school environments. An expert or mentor leads a community of teachers toward the development of learning activities. Interactions in this model include: storytelling, back-scratching, discussing/resolving conflict, brainstorming, giving and seeking advice, modelling, sharing ideas, motivating and reinforcing. Phases of the collaborative	Schools (USA)

		apprenticeship model include: introduction, developmental, proficient, and mastery.	
16	General Teaching Council for England (2004). <i>The Impact of Collaborative Continuing Professional Development (CPD) on Classroom Teaching and Learning: an Overview</i> . [online]. Available: <a href="http://www.gtce.org.uk/research/romtopics/rom_cpd/collaborative_cpd_feb04/overview">http://www.gtce.org.uk/research/romtopics/rom_cpd/collaborative_cpd_feb04/overview</a> [24 October, 2008].	GTC overview on the CPD EPPI review carried out by CUREE. It contains a short section on the application of coaching in the CPD process. Peer coaching in CPD is built around: <ul style="list-style-type: none"> <li>- a baseline stage where teachers planned and implemented the programme strategies unaided</li> <li>- peer coaching to help teachers introduce new strategies</li> <li>- peer coaching to refine the strategies</li> <li>- a maintenance phase to consolidate progress.</li> </ul>	Schools
17	General Teaching Council for England (2005). <i>Continuing Professional Development: Research of the Month</i> [online]. Available: <a href="http://www.gtce.org.uk/research/romtopics/rom_cpd/cpd_dec05/">http://www.gtce.org.uk/research/romtopics/rom_cpd/cpd_dec05/</a> [24 October, 2008].	The GTC Research of the Month team have summarised and synthesised the findings of two systematic reviews concerned with CPD conducted by the same review group, which were published online by the Evidence for Policy and Practice Information (EPPI) and Co-ordinating Centre in summer 2005. The article includes a discussion of effective elements of collaborative CPD including teachers working to support one another, creating trust, commitment, safe space for experimentation, usually involving observation and interpretation of shared experiences. It includes reference to peer coaching.	Schools
18	Hafford-Letchfield, T., Leonard, K., Begum, N. and Chick, N.F. (2007). 'Coach mentoring as a developmental tool in the workplace.' In: Hafford-Letchfield, T., Leonard, K., Begum, N. and Chick, N.F. (Eds) <i>Leadership and Management in Social Care</i> . London: Sage.	A book chapter on coach mentoring in the social care workplace. The chapter describes an interagency model on coach mentoring (ICMS), involving a partnership between Social Services, Housing, NHS Primary Care Trust and a local voluntary social care organisation. The ICMS involves peer mentoring and supervision across agencies.	Social care, health and housing
19	Hargreaves, E. (2008). <i>Using Mentoring and Coaching to Support Work Based Learning: an Evaluation</i> . London: Institute of Education, University of London [online]. Available:	This article sets out the Institute of Education's approach to peer mentoring and coaching, which is based on the concept of work-based learning. The study describes the learning achieved by both mentor/coaches and clients of the service as situated learning, relating to self, behaviours and relationships in the workplace, and professional skills. For clients, the effectiveness of the	Education

	<a href="http://www.wlecentre.ac.uk/cms/files/pr_hargreaves_07.pdf">http://www.wlecentre.ac.uk/cms/files/pr_hargreaves_07.pdf</a> [12 November, 2008].	mentoring/coaching process depended on the coach's skill in allowing the clients to take the active, responsible role in their learning. In this model, the mentor/coach had no professional power over the client. The fact that the mentor/coach was not restricted to roles traditionally associated with either mentor or coach meant that the mentor/coaches could address a range of work based issues, in the way most appropriate for the particular client.	
20	Hobson, A. (2003). <i>Mentoring and Coaching for New Leaders: a Review of Literature Carried Out for NCSL. Full Report Spring 2003</i> [online]. Available: <a href="http://www.ncsl.org.uk/media/F7B/42/hobson-mentoring-and-coaching-full.pdf">http://www.ncsl.org.uk/media/F7B/42/hobson-mentoring-and-coaching-full.pdf</a> [20 February, 2006].	A literature review on mentoring and coaching of new headteachers/school leaders.	School leaders
21	Hobson, A. and Sharp, C. (2005). 'Head to head: a systematic review of the research evidence on mentoring new head teachers', <i>School Leadership and Management</i> , <b>25</b> , 1, 25-42.	A systematic review of international research on the mentoring of new headteachers and other leaders, commissioned by the NCSL. The review asked: what mentoring strategies are being used to assist the development of new heads? And what does the research evidence tell us about the effectiveness of such strategies? Twenty-four sources were fully summarised for the review.	Headteachers
22	Jones, M., Nettleton, P., Smith, L., Brown, J., Chapman, T. and Morgan, J. (2005). 'The mentoring chameleon - a critical analysis of mentors' and mentees' perceptions of the mentoring role in professional education and training programmes for teachers, nurses, midwives and doctors.' Paper presented at the British Educational Research Association Annual Conference, University of Glamorgan, Pontypridd, 14-17 September [online]. Available: <a href="http://www.leeds.ac.uk/educol/documents/143672.do">http://www.leeds.ac.uk/educol/documents/143672.do</a>	This study explores mentees' and mentors' perceptions of mentoring across four disciplines – teaching, nursing, midwifery and medicine. The study considers perceptions of the mentoring role, including supporting, advising, supervising, teaching and modelling. The research involved a survey with 1,200 mentors and mentees who were undertaking courses at Edge Hill College of Higher Education.	Teachers including trainee teachers, nurses, midwives and doctors

	c [12 November, 2008].		
23	Lofthouse, R. and Leat, D. (2006). 'Coaching for geography teachers', <i>Teaching Geography</i> , <b>31</b> , 3, 130-132.	A discussion article on feedback from teachers (including geography teachers) who have been trained as coaches. It discusses that the aims of coaching include: 1) to assist the teacher being coached in lesson planning, 2) to set up a process of reflective lesson analysis, and 3) to create a climate in which it is normal to take risks.	Schools (geography teachers)
24	McDonnell, F. and Zutshi, H. (2006c). <i>Continuing Professional Development for the Social Care Workforce: The Framework</i> . Leeds: Skills for Care/CWDC.	This book sets out the CPD strategy and framework designed for employers and workers in the social care sector. The CPD framework is intended to support employers in social care to implement the strategy by providing: a shared understanding of CPD within the current social care context, a model for developing a consistent and coherent approach to CPD, systems and processes for implementing CPD, and exemplars for career pathways.	Social care
25	McDonnell, F. and Zutshi, H. (2006b). <i>Continuing Professional Development for the Social Care Workforce. Employers' Guide</i> . Leeds: Skills for Care/CWDC.	This is the employers' guide that supports the above framework.	Social care
26	McDonnell, F. and Zutshi, H. (2006a). <i>Continuing Professional Development Strategy for the Social Care Workforce</i> . Leeds: Skills for Care/CWDC.	This is the report that supports the above framework.	Social care
27	Moor, H., Halsey, K., Jones, M., Martin, K., Stott, A., Brown, C. and Harland, J. (2005). <i>Professional Development for Teachers Early in Their Careers: an Evaluation of the Early Professional Development Pilot Scheme</i> (DfES Research Report 613). London: DfES [online]. Available: <a href="http://www.dcsf.gov.uk/research/data/uploadfiles/RR">http://www.dcsf.gov.uk/research/data/uploadfiles/RR</a>	An evaluation of the DfES EPD (Early Professional Development) scheme, which provided £700 per term to support the professional development of second year teachers and £350 per term in their third year. All EPD teachers had a mentor. The research involved case studies in 36 schools, repeat surveys over three years for teachers and their mentors, and a comparative sample.	Schools and early career teachers

	613.pdf [12 November, 2008].		
28	National Institute for Economic and Social Research (2005). <i>The Support Childminder Pathfinder Scheme: Evaluation Report September 2003-November 2004</i> [online]. Available: <a href="http://www.dfes.gov.uk/research/data/uploadfiles/SurestartReportFR005.pdf">http://www.dfes.gov.uk/research/data/uploadfiles/SurestartReportFR005.pdf</a> [24 October, 2008].	The National Childminding Association was contracted by SureStart to run pathfinder support childminder projects in seven local authorities. The scheme was developed to increase the support available to new childminders, through peer mentoring, and with the aim of increasing rates of recruitment and retention. This study involved 49 interviews with support childminders, coordinators and line managers, and a postal survey with 111 responses from childminders.	Social care/early years/childminders
29	Office for Standards in Education (2003). <i>An Evaluation of the Training Schools Programme</i> [online]. Available: <a href="http://www.ofsted.gov.uk/assets/3435.pdf">http://www.ofsted.gov.uk/assets/3435.pdf</a> [24 October, 2008].	This evaluation discusses the establishment of Training Schools, and their activities to develop and disseminate good practice in initial teacher training (ITT), train mentors and undertake relevant research.	Schools
30	Office for Standards in Education (2006). <i>The Logical Chain: Continuing Professional Development in Effective Schools</i> (HMI Report 2639) [online]. Available: <a href="http://www.villierspark.org.uk/v_p/_images/pdfs/CPD%20report.pdf">http://www.villierspark.org.uk/v_p/_images/pdfs/CPD%20report.pdf</a> [24 October, 2008].	This is a report from OFSTED on the latest state of play regarding CPD in schools, including mentoring and coaching.	Schools
31	O'Reilly, S. (2008). 'Pushing skills further', <i>Local Government Chronicle</i> , 10 January, 28-29.	A short discussion article about coaching in the context of management. It suggests that coaching is about offering support to senior managers with the aim of improving their performance in terms of outcomes and deliverables. It discusses that coaching is highly individualised.	Management

32	Passmore, J. (2006). 'Coaching psychology: applying integrative coaching within education', <i>The British Journal of Leadership in Public Services</i> , 2, 3, 27-33.	A theoretical and practical discussion on executive coaching, with a case study example of how this is applied to a school head.	Management (and a school headteacher)
33	Renshaw, P. (2008). <i>REFLECT: Creative Partnerships National Co-mentoring Programme. Executive Summary</i> . Gateshead: The Sage Gateshead.	Evaluation of Creative Partnerships' REFLECT programme involving co-mentoring and peer learning for emerging leaders from schools and creative and cultural organisations. The evaluation included 49 questionnaire respondents, 29 in-depth interviews, and interviews with REFLECT and Creative Partnership team members.	Schools and creative / cultural sector
34	Robins, A. (Ed) (2006). <i>Mentoring in the Early Years</i> . London: Paul Chapman.	A book about mentoring in early years' settings, offering practical guidance for professionals undertaking mentoring, illustrated with case studies, questions for reflection and discussion, and suggested activities for professional development.	Early years
35	Social Care Institute for Excellence (2003). <i>A Framework for Supporting and Assessing Practice</i> (SCIE Position Paper No. 2). London: SCIE.	This is a framework/guidance document. It mentions 'long-arm' mentoring.	Social care
36	Simkins, T., Coldwell, M., Caillau, I., Finlayson, H. and Morgan, A. (2006). 'Coaching as an in-school leadership development strategy: experiences from Leading from the Middle', <i>Journal of In-Service Education</i> , 32, 3, 321-340.	An evaluation of the first cohort of Leading from the Middle (LftM) – a national leadership development programme embracing in-school coaching. The evaluation included telephone interviews with participants, coaches and tutors, exit surveys of all participants and coaches, and case studies in 12 schools.	Schools – middle managers
37	Quality Improvement Agency (2008). <i>Welcome to the Subject Learning Coach Website</i> [online]. Available: <a href="http://www.subjectlearningcoach.net/">http://www.subjectlearningcoach.net/</a> [12 November, 2008].	The Subject Learning Coach website is a portal for managers, teachers and trainers throughout the learning and skills sector to access National Teaching and Learning Change Programme information. It promotes an integrated support programme based on coaching, resources and networks. It draws on the work of Joyce and Showers, Kolb's Cycle of Learning, and the GROW	Education

		model.	
38	van Kessel, L. (2006). 'Coaching, a field for professional supervisors?', <i>Ljetopis Socijalnog Rada</i> , <b>14</b> , 2, 387-430.	<p>A review of coaching literature across many sectors (e.g. sports, health, working life, leadership, etc). It discusses a number of approaches to mentoring and coaching, including in schools, where coaching can be:</p> <ul style="list-style-type: none"> <li>- 'Cognitive coaching' – i.e. like clinical supervision, helps teachers to reflect on practice, self-monitor, self-evaluate, etc.</li> <li>- 'Collegial' or 'peer coaching' – i.e. like peer clinical supervision</li> <li>- 'Expert coaching' – where the coach is specially trained and has expertise to observe colleagues</li> <li>- 'Reciprocal coaching' – where teachers observe each other, give feedback and support</li> <li>- 'Content-focused coaching' – used in training and professional development programmes for teachers to reflect on specific lessons.</li> </ul>	Many sectors, including education
39	Warman, A. and Jackson, E. (2007). 'Recruiting and retaining children and families' social workers: the potential of work discussion groups', <i>Journal of Social Work Practice</i> , <b>21</b> , 1, 35-48.	Practice-based evidence on work discussion groups – a model of supervision developed for use within clinical training, and now being exported to other community settings. Work discussion groups are a forum for staff to share concerns and challenges. They are usually facilitated by an external consultant with relevant professional experience. This study includes findings from over 90 evaluation forms at the Tavistock Clinic and Brent Centre for Young People.	Social care
40	Webb, M., Pachler, N., Mitchell, H. and Herrington, N. (2007). 'Towards a pedagogy of mentor education', <i>Journal of In-Service Education</i> , <b>33</b> , 2, 171-188.	This study focuses on ITT, but some of the ingredients of mentor development overlap with those for mentoring and coaching more broadly in schools.	Schools – initial teacher training
41	Williams, D. and Hogger, S. (2008). <i>REFLECT: Creative Partnerships National Co-mentoring Programme Handbook</i> . Gateshead: The Sage Gateshead.	This handbook provides a detailed step-by-step guide for how the REFLECT mentoring programme/method is undertaken.	Teachers and creative and cultural professionals

42	Wimpenny, K., Forsyth, K., Jones, C., Evans, E. and Colley, J. (2006). 'Group reflective supervision: thinking with theory to develop practice', <i>British Journal of Occupational Therapy</i> , <b>69</b> , 9, 423-427.	This study explores participatory action research, following three teams of occupational therapists and an academic supervisor who met for group supervision for two hours once every four week for 12 months. The evaluation used individual interviews and service-wide workshops.	Occupational therapy
43	Zwart, R.C., Wubbels, T., Bergen, T.C.M. and Bolhuis, S. (2007). 'Experienced teacher learning within the context of reciprocal peer coaching', <i>Teachers and Teaching: Theory and Practice</i> , <b>13</b> , 2, 165-187.	This was a one year study of four teachers undertaking reciprocal peer coaching in two secondary schools in the Netherlands. Data sources included audio tapes of coaching conferences, audiotapes of semi-structured interviews with the teachers, and digital diaries with teacher reports of learning. Reciprocal peer coaching in this study included a two-day workshop, three follow-up meetings and coaching activities within the classroom. Reciprocal peer coaching was also embedded within a larger nation-wide initiative to support active and self-regulated student learning.	Schools (the Netherlands)

## Appendix C: a template for reviewing sources

<b>Reference:</b>	
<b>Sector</b> Education, social care, other	
<b>CPD context</b> Mentoring, coaching, broader context of CPD	
<b>About the study</b>	
<b>Purpose</b> What are the main aims of the study/activity?	
<b>Participants</b> Heads/teachers/NQTs/support staff/social care workforce	
<b>Country, geographical region or area</b> in which the research/activity was carried out	
<b>Duration of project</b> Timescale, ongoing, etc	
<b>Method(s)</b> Data collection methods, sample sizes, etc.	
<b>Definitions, models and approaches</b>	
<b>Definitions of mentoring and coaching</b>	
<b>Approaches/models of mentoring and coaching</b>	
<b>Reference to National Framework for coaching and mentoring</b>	
<b>Key findings from the project: impacts</b>	
<b>Impacts for participants</b> (mentees, mentors, etc) (including teachers, other professionals, etc)	
<b>Impacts for organisations</b> (schools/ social care organisations, etc)	
<b>Impacts for young people</b> (e.g. pupils)	
<b>Other impacts</b>	
<b>Key findings from the project: effectiveness / effective ingredients of mentoring and coaching</b>	
<b>Challenges</b>	
<b>Effectiveness/Effective elements</b>	
<b>Other</b>	
<b>Researcher comments</b>	

