Module Title:	Mentoring to Develop and Improve Professional Practice	**Level:**	7	**Credit Value:**	30

Module code:	EDM707	**Is this a new module?**	Yes	**Code of module being replaced:**	N/A

Cost Centre(s):	GAPE	**JACS3 code:**	X370

With effect from:	September 17

School:	Social & Life Sciences	**Module Leader:**	Sue Horder

Scheduled learning and teaching hours	30 hrs
Guided independent study	270 hrs
Placement	0 hrs
Module duration (total hours)	300 hrs

Programme(s) in which to be offered	Core	Option
MA Education (including Leadership route)	☐	✓

Pre-requisites
None

Module Aims
- To demonstrate a critical understanding of the value of mentoring/coaching to develop and improve professional practice;   - To explore the value and purpose of peer observation of learning and teaching to develop and improve professional practice;   - To reflect critically on good teaching practice;   - To identify the potential impact of professional development through coaching and/or mentoring and classroom observation on raising standards and improving pedagogy that will enhance the quality of learning and teaching through advance professional activity.

Intended Learning Outcomes

Key skills for employability

KS1   Written, oral and media communication skills
KS2   Leadership, team working and networking skills
KS3   Opportunity, creativity and problem solving skills
KS4   Information technology skills and digital literacy
KS5   Information management skills
KS6   Research skills
KS7   Intercultural and sustainability skills
KS8   Career management skills
KS9   Learning to learn (managing personal and professional development, self-management)
KS10   Numeracy

At the end of this module, students will be able to		Key Skills	
1	Analyse critically and reflect on the application of theoretical models relating to mentoring/coaching and observation to practical context.	KS1	KS2
		KS3	KS6
2	Identify key characteristics associated with the role of coach/mentor.	KS1	KS4
		KS7	KS8
3	Justify the procedures for the effective observation of learning and teaching.	KS5	KS6
			KS9
4	Critically examine the attributes and skills of effective learning and teaching.	KS2	KS8
		KS5	KS9

5	Evaluate critically the use of peer mentoring/coaching as a method for raising standards and improving pedagogy that will enhance the quality of learning and teaching across an organisation	KS2	KS8
		KS5	KS9
Transferable skills and other attributes			
- Work collaboratively with others to develop and improve professional practice; - Demonstrate creative and innovative approaches to professional learning; - Develop reflective practice to enhance the quality of learning opportunities; - Apply communication and interpersonal skills to support and improve professional learning; - Analyse the application of theory to practice; - Respond flexibly to the needs of individuals and others in supporting professional learning; Demonstrate autonomy in professional practice.			

Derogations
None

Indicative assessment:

Assessment One (Case Study 60%):
Initiate the mentoring of a professional colleague or new member of staff against a negotiated 'need' over a period of three sessions. At least one of the sessions will involve a direct observation. Record the process and evaluate the effectiveness of the model (s) adopted and strategies employed. Critically review the use of coaching/mentoring and classroom observation structures/policies within own context drawing on the experience gained and current literature in the field.

Assessment Two (Reflective Practice 40%): As a result of drawing on the experience gained from the case study and current literature in the field, learners will have the opportunity through a reflective commentary, to implement their knowledge and understanding in a practical setting (own context). This will be demonstrated by considering the ways in which the use of peer mentoring/coaching could be a viable method for raising standards and improving pedagogy that will enhance the quality of learning and teaching across their own organisation.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1 - 4	Case Study	60%		4,000
2	5	Reflective Practice	40%		2,000

Learning and Teaching Strategies:

The module will be delivered using an interactive, reflective approach drawing upon the experience of participants. The strategies adopted will include tutor directed sessions, workshops, simulation, video clips, virtual learning environment, seminars and supported self-study based on the use of coaching and/or mentoring systems and observation processes in a range of contexts.

Syllabus outline:

Ethical issues associated with coaching/mentoring and observations;
Models of coaching and mentoring;
Models associated with effective observation of learning and teaching;
Effective communication;
Constructive feedback;
Attributes of effective learning and teaching;
Supporting Development of others;
Purpose of observation including developmental, performance management and peer systems;
Characteristics of effective observations – a systematic and process structure including pre and post meetings, target setting, and the value of a cyclical approach;
Evaluating effective learning and teaching;
Skills for observers;
Evaluating the observation process.

Bibliography:

Essential reading

Garvey, R., Stokes, P. and Megginson, D. (2014), *Coaching and mentoring: Theory and Practice.* Second Edition. London: SAGE Publications Ltd.

Parsloe, E. and Leedham, M. (2017)*, Coaching and Mentoring: Practical Techniques for Developing Learning and Performance.* Third Edition. London: Kogan Page Ltd.

Montgomery, D. (2013), *Helping Teachers Develop through Classroom Observation* Second Edition. London: David Fulton Publishers.

Wragg, E.C. (1994), *An Introduction to Classroom Observation.* London Routledge

Other indicative reading

Ingleby, E. (2011): 'Asclepius or Hippocrates? Differing interpretations of post- compulsory initial teacher training mentoring', *Journal of Vocational Education & Training*, 63:1, pp. 15-25.

Tang, S.Y.F. and Choi, P.L. (2005). 'Connecting theory and practice in mentor preparation: mentoring for the improvement of teaching and learning'*. Mentoring and Tutoring.* Vol. 13, No. 3. pp. 383-401.

Young, J.R., Bullough, Jr., R. V, Draper, R.J., Smith, L.K. and Erickson, L.B. (2005). 'Novice teacher growth and personal models of mentoring: choosing compassion over enquiry'. *Mentoring and Tutoring.* Vol.13, No.2. pp. 169-188.

Zachary, L.J., (2002), 'The Role of Teacher as Mentor', *New Directions for Adult and Continuing Education,* No. 93, Spring, pp27-37.

http://www.curee.co.uk/mentoring-and-coaching
http://www.ncl.ac.uk/cflat/news/documents/5414_CfT_FINALWeb.pdf
http://www.gatsby.org.uk/uploads/education/reports/pdf/mentoring-full-report.pdf
https://www.nationalcollege.org.uk/transfer/open/mentoring-and-coaching-core-skills/mccore-s02/mccore-s02-t03.html
http://leadership.mchtraining.net/?page_id=130