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Module Code:	ONLED13

Module Title:	Mentoring and Coaching in Education

Level:	7	Credit Value:	15

Cost Centre(s):	GAEC	JACS3 code: HECoS code:	X200 / 100459

Faculty	SALS	Module Leader:	Julian Ayres

Scheduled learning and teaching hours	15 hrs
Placement tutor support	0hrs
Supervised learning eg practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
Total contact hours	**15** hrs
Placement / work based learning	
Guided independent study	135 hrs
Module duration (total hours)	150 hrs

Programme(s) in which to be offered (not including exit awards)	Core	Option
MA Education	✓	☐
MA Education with Leadership	✓	☐
MA Education with Early Childhood	✓	☐

Pre-requisites
N/A

Office use only	
Initial approval: 04/11/2019 With effect from: 02/03/2020 Date and details of revision:	Version no: 1 Version no:

Updated September 2019

Module Aims
The 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 education 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.

Module Learning Outcomes - at the end of this module, students will be able to	
1	Analyse critically and reflect on the application of theoretical models relating to mentoring/coaching and observation to practical context.
2	Critically examine the characteristics associated with the role of coach/mentor.
3	Critically analyse the characteristics of a mentoring relationship within their practice.
4	Evaluate critically the use of peer mentoring/coaching as a method for raising standards that that will enhance the quality within an educational organisation.

Employability Skills The Wrexham Glyndŵr Graduate	I = included in module content A = included in module assessment N/A = not applicable
Guidance: complete the matrix to indicate which of the following are included in the module content and/or assessment in alignment with the matrix provided in the programme specification.	
CORE ATTRIBUTES	
Engaged	IA
Creative	IA
Enterprising	
Ethical	I
KEY ATTITUDES	
Commitment	IA
Curiosity	I
Resilient	I
Confidence	IA
Adaptability	I

PRACTICAL SKILLSETS	
Digital fluency	IA
Organisation	A
Leadership and team working	A
Critical thinking	I
Emotional intelligence	IA
Communication	A

Derogations

Assessment:

Indicative Assessment Tasks:

1. Initiate the mentoring of a professional colleague or new member of staff against a negotiated 'need; over a period of three sessions. Record the process and evaluate the effectiveness of the model (s) adopted and strategies employed. (900 words)

2. Critically review the use of coaching/mentoring models through observation of professional colleague or new member of staff. Draw upon experience gained and current literature in the field. (900 words)

3. As a result of drawing on the experience gained from the case study, observation and current literature in the field, learners will have the opportunity through reflective commentary, to implement their knowledge and understanding in a practical setting. This will be demonstrated by considering the ways in which the use of peer mentoring/coaching could be a viable method for raising standards that will enhance the quality within their educational organisation. (1,200 words)

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1, 2	Case Study	30%
2	3	Observation	30%
3	4	Reflective Practice	40%

Learning and Teaching Strategies:

The overall learning and teaching strategy is one of guided independent study, in the form of distance learning requiring ongoing student engagement. On-line learning materials will be provided as weekly sessions whereby the student is required to log-in and engage on a regular basis throughout the module. There will be a mix of video recordings, with supporting notes/slides, containing embedded digital content and self-checks for students to complete as they work through the module and undertake their assessed tasks. The use of a range digital tools via the virtual learning environment together with additional sources of reading will also be utilised to accommodate accessibility.

The basis for working with online materials will be through self-directed study and regular online communication with tutors/peers. Students are encouraged to interact with each other and tutors through a range of communication tools.

Syllabus outline:

The syllabus outline has been presented as a broad set of questions for the lecturer and students to answer together using the most up-to-date materials available. This recognises that knowledge, theory, concepts and practice will change over the life span of this course and the content used to answer the questions below should be revised each year as appropriate.

- Ethical issues associated with coaching/mentoring and observations;
- Models of coaching and mentoring;
- Models associated with effective observation;
- Effective communication;
- Constructive feedback;
- 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;
- Skills for observers;
- Evaluating the observation process.

Indicative 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.

Other indicative reading

Ingleby, E. (2011), 'Asclepius or Hippocrates? Differing interpretations of post- compulsory initial teacher training mentoring'*, Journal of Vocational Education and Training.* Vol. 63, No. 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.

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

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, pp. 27-37.

Journals
International Journal of Mentoring and Coaching in Education
International Journal of Evidence Based Coaching and Mentoring
Mentoring as Professional Development